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ABSTRACT

This manual for directors of school-age child care (SACC) programs contains six sections. Section I provides a rationale for SACC. Section II describes characteristics of school-age children. The extensive Section III discusses characteristics of high quality SACC. After an initial discussion of the importance of out-of-school time, the section focuses on 14 elements of a high quality SACC program, including an identifiable philosophy, support from school system and local school administration, qualified staff, adequate adult/child ratios, appropriate physical environment and equipment, a planned program of activities, provision for snacks or meals, parent involvement, parent handbook, use of community resources, staff development and training, and program policies and procedures. Discussion of program management covers the topics of personal and financial management, recordkeeping, legal authority, and parent involvement. Section IV discusses summer care. Section V presents a bibliography of 28 citations. Appendices provide definitions, sample forms, citations of suggested resources, a list of organizations and agencies providing technical assistance and training, a list of special interest organizations, guidelines on developing staff training modules, and training outlines. (RH)

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DEVELOPING A QUALITY SCHOOL-AGE CHILD CARE PROGRAM

An Information and Training Manual for Directors of School-Age Child Care Programs

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Community Education Section

July, 1990

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SCHOOL-AGE CHILD CARE PROJECT

DEVELOPING A QUALITY SCHOOL-AGE CHILD CARE PROGRAM

An Information and Training Manual for Directors of School-Age Child Care Programs

I. WHY DO WE NEED SCHOOL-AGE CHILD CARE?

Economic and cultural changes have created the need for safe, appropriate care for the nation's children. School-age children still have the same needs their parents had as children for recreation, social contact and intellectual and cultural enrichment. However, fewer families have the resources necessary to provide for those needs. The majority of children today live in homes where both parents work in order to support the family and/or have a "better" life, or in single parent homes where the parent spends most of the daylight hours making a living. Working families are increasingly unable to provide their school-age children with out-of-school recreation and activities. Add to this the fact that more and more young children are being presented with situations when they are home alone (i.e., drugs, gangs, other health and safety problems) that are far beyond their abilities to handle. School-age child care programs (SACC) are needed to provide safe, secure, enjoyable learning places where children can go when school is not in session, leaving the parents free to work, study and pursue other interests knowing that their children's needs are being met.

II. WHAT ARE SCHOOL-AGE CHILDREN LIKE?

School-age children have particular intellectual, social, emotional and physical needs. In order to design a quality program that is appropriate for these children, the staff must be knowledgeable of the needs and characteristics of the children and plan accordingly. During the elementary and middle school years, children share a number of common characteristics. The following section describes some of these characteristics:

CHARACTERISTICS OF SCHOOL-AGE CHILDREN

Intellectual: School-age children have a fascination with collecting things, making up codes and playing games with complex rules. They often spend more time arguing over rules than actually playing the game. They are trying to make sense of their world and figure out their place in it. They categorize and classify, make rules, explore and test boundaries trying to make sense of what is oftentimes an overwhelming world.

They have lots of energy for learning and are capable of learning quickly, but may be turned off to school. School curriculum is often focused on what the adult world deems important rather than on what the children deem important. School systems that find a common ground on which to teach basic skills have more success at keeping students "turned on."

School-age children can concentrate for increasingly long periods of time on activities that interest them. They have a surprising capacity for memorizing and for planning strategies. School-age children become more involved with activities that challenge them to learn new skills and try novel ideas.

The younger school-age children are grounded in reality. Everything has to be concrete . . . real. They are not particularly interested in abstract symbols or ideas. They want to do real work and real jobs, use real tools and receive real rewards. This might include caring for animals, planting a garden, building and painting equipment or furniture, preparing and serving snack, or building a clubhouse. Completing real tasks helps build children's sense of competency and self-worth.

Pre-adolescents begin to move into the abstract realm of thinking. They gradually gain the ability to reflect and imagine possibilities in situations rather than holding on to preconceived notions. They like to explore and experiment with equipment and materials. Their curiosity is at its peak. Given the opportunity, they are inventive and creative. Planning should include time for them to explore not only the materials but their own ideas and to develop new interests. They need opportunities to develop the skills and competencies which will enable them to move productively within the "real" world.

Physical: School-age children's bodies are developing and changing at a rate second only to infancy. They may have lots of energy for a period of time and then drop off into a state of lethargy. This is NORMAL! Children should have a choice, as much as possible, between active, physically vigorous activities and quieter, less active activities.

They like physical challenges. Changes in the way the equipment is arranged and in the way it can be used challenges the children's minds and bodies. Children should be given challenges that allow them to build on their existing abilities.

They have a need to practice and show off their skills. They like to be the best at what they do. They will practice and learn the skills needed to excel in anything from sports to reading to riding a bike to painting. They work to build skills because physical prowess gives them a sense of independence. Improving skills builds their self-esteem.

Social: The peer group is very important and influential. School-age children are developing their identities by comparing themselves with others within their peer group. School-age children will mold their behavior and/or choices of activities and clothes to gain the acceptance of those whom they desire as friends.

Adults other than parents gain in importance. School-age children also establish their identities through experiences with adults. It is extremely important to have school-age child care staff who are good role models and who can show children positive ways of coping with the world and with role models who share their gender, race, and ethnic background.

School-age children have a strong desire to make and keep friends. They often form attachments to one or two best friends. They often need help in developing "friend making" skills.

School-age children have a growing sensitivity to the needs and desires of others. They are able to look past their own needs to comfort, entertain and please others.

Activities organized as clubs with rules, meeting places, flags, emblems and secret codes are favored by school-age children. Being a part of a group can add to the security of their identity.

Throughout the school-age years, children desire increasing responsibilities and opportunities to try out adult roles.

Between six and thirteen years of age, children may develop strong likes and dislikes, preferences for who they want to be with and what they are interested in doing. They are asserting their independence. After they have been made aware of and considered the alternatives and consequences of their actions, they need to be allowed their preferences within reason.

Emotional: School-age children need to know that adults are in control. They need adult support, nurture, reassurance, encouragement, and limit setting to help them feel safe and secure.

They need and seek out adults with whom they can have "real" conversations. They need someone who can listen, understand and talk with them on their own level; someone who will accept their ideas, and who will not judge them; someone who will exchange ideas.

They need an environment that is predictable but allows for flexibility. Established routines and rules give the children a sense of security.

They are increasingly self-conscious and self-critical. They gain confidence through successful completion of concrete tasks. They gain self-esteem by being good at something; therefore, each of the children should have the opportunity to succeed at something each day.

Sporadic growth spurts accompanied by the onset of puberty and hormonal changes leave many young adolescents feeling awkward and uncoordinated. They may experience dramatic mood swings. They need support from adults who are accepting and non-judgmental about the children's abilities, appearances, challenging behaviors and attitudes.

They need to be valued as special and accepted as part of a group. This is extremely important to children's self-image. As they are valued by others, so they value themselves.

They may have difficulty verbalizing feelings, especially difficult ones like rejection and sadness. They will tend to work out anxieties, fears, and feelings by "acting out" or withdrawing. They will often honestly answer, "I don't know," when asked why they did something. They need to be helped to recognize and accept their feelings and then to find appropriate, satisfying ways of dealing with them.

School-age children are usually resilient; they get upset easily and get over it quickly. They need to be allowed time to settle their own conflicts.

They have an extreme sense of justice, morality and fair play. They see right and wrong as absolutes. Involving the children in making the program's rules and determining the consequences for breaking the rules will increase the probability that the rules are obeyed.

Emerging feelings of sexual identity and sexual desire confuse many of the pre-adolescent school-age children. They also need access to information and facts to help them understand what is happening to their minds, their bodies and their emerging sexuality.

III. WHAT IS QUALITY SCHOOL-AGE CHILD CARE?

A quality SACC program has qualified, trained staff in appropriate numbers; well designed useable space; creative, developmentally appropriate activities; sufficient amounts of quality equipment, materials and supplies; and low adult/child ratios. But a quality program is much more than this. It provides a unique opportunity within an informal learning environment for children of varying ages to live and learn together. It is the school-age children's "backyard," their "home in the afternoon" where they can be themselves, be part of a group, play with friends, develop relationships and interests, practice skills, try new things, be creative, do their homework, curl up with a good book or favorite toy or . . . just be. It's a place where they can talk with adults who care and who accept them for who they are. It is a place where the rules are simple, fair and consistently enforced. It's a good place to be!

IMPORTANCE OF OUT -OF-SCHOOL TIME

Out-of-school time is as important to children as their time in school. The way this time is used is thought to influence not only the child's present life but his adolescence and adult life. It is during this time that children develop special interests and skills. Children spend from five to eight hours a day in an environment with a great deal of structure, strict codes of behavior and a planned educational emphasis. Once school is out, children need time to play outside, daydream, read, play with friends, bike, skate, practice piano, build, play basketball, play games, be alone, collect things or just mess around, play and be. Out-of-school time is the perfect time for children to relax, stretch their bodies as well as their minds, master their own interests, become creative, resourceful and reliable, and develop their independence and responsibility. Children also need to have the opportunity to participate in planned and organized activities that are meaningful to them. Children need the chance to be successful and competent at something. Activities chosen and planned with this in mind will help children develop a sense of competence, self-esteem and pride in their achievement. Activities need to have enough structure to help the children develop independence but be open-ended enough to allow the children to be creative and resourceful.

In a quality SACC program, children who do poorly in school may find they are good in creative arts or some other area. With special help with their homework and the opportunity to learn and practice new skills, these children may improve in their school performance. Those with good grades get a chance to follow through on existing projects, develop other interests and continue to learn.

For children five to thirteen, SACC programs must provide plenty of time for play. Parents and educators do not always recognize the importance of play. Play provides children opportunities to develop and perfect skills, to rehearse future behaviors and solve problems. When children play, they are in control. They are constantly learning and testing their skills as they shoot baskets, hang from the gym rings, roller skate, and make things out of wood, paper, clay and fabric. Children's play with materials and objects is satisfying in itself and it also teaches concepts which may influence the children's creativity as adults. When children play board games with their friends, they are mastering and understanding complicated rules while developing their communication and social skills. The value of play is so underrated. One has only to watch children playing and having fun to see the value of play. This is not to say that planning activities for children deprives them of spontaneous play or impedes their imagination and creativity. Planning is an important aspect of quality out-of-school time. Planning provides a framework within which children can blossom. However, we must remember that play is what children do best! Learning is the inevitable result.

ELEMENTS OF A QUALITY SCHOOL-AGE CHILD CARE PROGRAM

Identifiable Philosophy

A philosophy is made up of the beliefs a person has and the factors that control the experiences chosen as a result of those beliefs. For example, an educational philosophy would include the beliefs one has about what is best for children; how children grow, develop, learn; and the best way to guide them. A clearly thought out, identifiable philosophy is necessary in order to have a successful program. Regardless of the philosophy developed or chosen, all decisions about the program should be based on that philosophy. Decisions affected by the program's philosophy would include:

The goals established. Goals are broad, general statements of intended accomplishment. The goals would include what the children are to learn, how they are to be taught, and how the program in general is to be planned and implemented. The goals should include: providing an environment and program that is conducive to the development of the whole child, providing a program that will help each child develop a healthy self-concept, developing creativity in children, providing intensive instruction in areas of academic deficit, providing child-selected and teacher-directed activities that are age appropriate and will allow for individual differences and abilities.

Objectives. Objectives are steps taken to accomplish the goals.

Grouping strategy. The children should be grouped according to age, developmental stage, abilities, achievement, interests or some combination of these criteria.

Staff roles necessary to implement the chosen program. Decide if the staff are going to be teachers, counselors, facilitators, group leaders, tutors, or resource persons.

Staffing positions, schedule, and ratios needed to carry out the program.

Staff's personal, academic and experiential background required. What qualifications will be required of the staff? Will the program to be provided require staff with particular educational backgrounds and/or experience in particular areas such as recreation, the arts, working with children in a school setting, etc.?

Equipment and materials chosen. Considerations when selecting equipment and materials: they can be self-correcting or need adult supervision, they can be designed to stress one concept or they can be used to teach many concepts, they can be designed for use with groups, individuals or both, they can provide concrete experiences or encourage abstract and creative thinking.

The arrangement of the environment. The environment can be arranged into discovery area/activity areas that can be used by the children without much adult supervision or the environment can be arranged to facilitate teacher direction and distribution. The outdoor areas can be used for learning and physical development or primarily for recess.

The daily schedule. The daily schedule can be either fixed or flexible. The schedule should consider the children's varying attention spans and interests. It should also allow time to accomplish the goals of the program.

Method and procedure for evaluating the program, staff, children, equipment, materials, environment, and planning. This should include the evaluation format(s), evaluators, procedures, and time frames.

Mission Statement - A mission statement is a concise statement that embodies the essence of the organization's/program's philosophy and goals. It provides an important framework for all the policies, procedures, guidelines, rules, and other aspects of the program's operation that follow. It provides a consistent standard of program quality toward which all staff strive.

Support of School System and Local School Administration

There is general agreement among coordinators and directors of SACC programs that are administered by the public school system, that a program must have the support of both the school system and the local school administration in order to provide a quality program. They can make or break a program. With the support of the school's administration, the SACC program is not only more likely to get the space, equipment and materials it needs, but its relationship with the regular school program and staff is more likely to be positive.

Quality Staff

The most important component of any SACC program is the adults who work with the children. When asked, "What do you look for in staff to work with children in the after school setting?" directors attending Childcare Resources' 1989 Fall School-age Workshop most frequently offered the following characteristics:

A person who really likes children, enjoys children, understands children and likes being with children. An effective staff person is one who can enjoy being involved in activities with all kinds of children: the bright and not so bright, the cooperative and affectionate children and the rebellious, harder to reach children; the attractive and the unkempt children; the passive and adventurous children. Staff must be able to relate to the special needs of school-age children -- their ups and downs, their interests, concerns and problems -- and not be afraid of their independent and challenging nature. Staff must be able to listen to and understand the language of the children.

A person who is flexible and responsive to the needs of the children. Staff need to be able to regroup at a moment's notice. They need to be able to let the children tell them what they want to do and when they want to do it. They must be able to "go with the flow"!

A person who knows a lot about a lot of things. Good SACC staff persons have many abilities and interests they are able to share with the children. They are able to answer questions and find answers to questions. They need to know about and be able to talk about subjects such as the "in" things, body changes, alcohol, drugs, sexuality, sex and generally what's happening in the world. After providing the space, materials and instructions, they act as consultants, giving help when needed.

A person who can maintain order and discipline in a positive manner. Children come into the SACC program after having spent most of the day in a very structured environment with structured activities and strict rules. An effective caregiver understands the "why's" of behavior. This knowledge is used to guide the children's efforts toward self-direction and maturity. It takes a special person to help the children direct their pent-up energies into appropriate non-chaotic activities. It takes patience, creativity and perseverance to provide the support and guidance the children need without stifling their enthusiasm and impeding their struggle for independence and self identity. It also takes a person who can be firm, fair and consistent when dealing with disciplinary situations.

A person who is creative. A quality SACC program is more than just keeping children safe and busy until their parents pick them up. The staff must plan and provide a program that is responsive to the developmental needs of the children it serves. In order to do this staff must have knowledge of the developmental stages of school-age children and be able to assess the children's needs and interests and plan activities that will meet these needs. They must also be able to use the available space, materials and equipment in creative ways in order to provide a program that is appropriate, fun and challenging for the children.

A person who has a good sense of humor. Children who have been in a restrictive environment most of the day can find a variety of ways to release their pent-up energy. Some methods will be appropriate and some will not. Having a sense of humor can lighten the intensity surrounding the situations and produce an atmosphere in which resolutions can more easily be worked out.

A person who can organize a program that is suitable for school-age children. There are so many activities that can be offered in a SACC program and such a short period of time in which to do them. The SACC staff persons have to be able to plan and schedule activities and events so the children can make the most of their time and their efforts. They have to make use of the available resources to enhance their plans and activities.

A person who will serve as a positive role model for the children. Although families and peer relationships of school-age children are of primary importance at this stage in their development, adults can still play a significant role in their lives. That is why it is extremely important to have staff that will provide positive role models for the children; staff who are honest, warm, trustworthy, dependable, resourceful and fair; staff who respect the individuality of each child; staff who display positive attitudes towards all children despite their sex, race, or physical abilities; staff who mirror, to some extent, the cultural and ethnic backgrounds of the children being served; and staff who have the ability to help children settle their differences in appropriate ways and who consistently encourage each child to be the best he or she can be.

A person who can communicate effectively. It is important to have a staff person who not only knows the SACC program but who is familiar with the regular school program and is able to discuss the needs and concerns of both programs with the school staff and with parents. The SACC staff person must be able to listen to, understand and talk with the children and parents. The SACC staff person also serves as a link between the program and the community.

A person who can keep accurate records. The SACC staff person must be one who is self-disciplined and makes a diligent effort to maintain legible, orderly, accurate records.

A person who maintains a professional appearance. The Staff person is clean and neat and dresses appropriately in accordance with school/center polices.

Adequate Adult/Child Ratios

The findings of the 1979 National Day Care Licensing Study as reported by Gerri Bugg in A Licensing Report on School-Age Child Care Centers, strongly linked group size to program quality. Ms. Bugg's research supported this finding for SACC programs in general. School-age children have already spent a major portion of their day in a large group at school. The research found that the SACC children benefited from the smaller groups in the after school programs. School-age child care experts recommend:

* group sizes range from 15 to 25 children
* with a staff/child ratio of from 1:8 to 1:15

The size of the group and the staff/child ratio would depend on:

1) the ages of the children,
2) the activities/program offered,
3) the size and location of the physical environment.

It was further suggested that programs which group kindergarten children separately should have smaller group sizes and lower ratios. The older children can be grouped in slightly larger groups with the higher ratios. It was also recommended that there should always be at least two adults present in each group of children no matter how many children are enrolled or are in attendance. [School-age Child Care: An Action Manual]

According to the Department of Human Resources' (DHR) licensing requirements as taken from Minimum Standards for Day Care Centers and Nighttime Centers, the following minimum staff ratios apply:

Age	Ratio	Group Size
5 to 6 years	1 teacher 20 children	20
6 to 8 years	1 teacher for every 22 children	22
8 years and older	1 teacher for 25 children	25

Public school SACC programs are NOT required to meet standards set by DHR, but may choose to use these standards as a guide. Copies of the DHR Minimum Standards can be obtained by contacting the DHR office.

If a program chooses to meet minimum standards only, it is better to have a group of 20-40 children with two teachers than to have any size group of children with only one adult. Children should NEVER be left unsupervised.

In order to make having two staff people in each group financially feasible, group size and staff/child ratio must be coordinated. Larger groups with lower ratios may certainly be less expensive, but they minimize the individual attention and the activity choices open to children. Smaller groups with more stringent ratios cost more, but allow for more staff attention to each child and a broader range of activities [School-age Child Care: An Action Manual, page 43].

Upgrading adult/child ratios doesn't just happen. It is the responsibility of the program director/coordinator to find ways of providing and financing SACC support staff. Working with the

SACC staff to develop a workable schedule is the key to maintaining the proper adult/student ratios at all times. Creative use of volunteers can help staff provide the supervision necessary to provide a quality program.

Appropriate Physical Environment

Environmental Considerations. The space chosen for a SACC program will affect the activities and the experiences that will be available to the children in the program. Throughout the readings on SACC programs, quality indicators include:

- Having a space of its own for the SACC program during the time it operates. In a center, this may mean combining age groups to free up an area for the SACC program. In school system operated programs, the SACC program should have access to common areas such as the cafeteria, gymnasium, library, art room, multi-purpose room and other special interest rooms.

- Having a minimum of 35 to 50 feet of useable space per child indoors. Useable space does not include hallways, stairways, closets, bathrooms, kitchens, space under storage or equipment not used by the children or space under permanent or built-in storage, etc.

- Having a telephone or other type of communication system in the room used by the children. This is extremely important for the safety of the children. Having a telephone, intercom or buzzer in the room keeps the teacher from having to leave the children in case of an emergency.

- Easy access to bathrooms, drinking water and outdoor play areas.

- Individual space for children's clothing, school books and other belongings. Storage space for children's things helps eliminate problems over personal property and helps to make the children feel more "at home."

- Spaces of adequate size for specific activities such as block construction, dancing, table games, and art - all of which need space to spread out.

- Spaces to work with messy materials such as paints, clay and plaster. These activities need to be near a water source.

- Places to hang art work and to keep unfinished projects.

- Wall space for posting notices, photographs, news items and other important information

- Spaces enclosed for privacy.

- Soft spaces for comfort and relaxation.

- Space to do homework uninterrupted.

- The ideal is for the SACC program to have its OWN space. This is the goal towards which a SACC program should plan and work.

Shared Indoor Space. School-age children need to feel the SACC program is theirs. In order to accomplish this, the space needs to be designed and decorated to reflect the children's needs, concerns and personalities. This is not always possible if the program has to share space. Some of the ideas in the following "TIPS" were adapted from School-age Child Care: An Action Manual and School-age NOTES, November/December 1984.

TIPS

** **Have a separate entrance for the school-age children.** It helps school-age children feel more grown up if they do not have to share an entrance with the younger children. The school-age entrance should be designed and decorated to look "grown-up" to the children. The separate entrance also cuts down on the disruption of younger children's activities when the school-age children enter the facility. Having a designated entrance also keeps children from wandering through school halls unsupervised.

** **Share space with compatible programs.** Choose programs/rooms that serve the same age and size children. It is difficult for school-age children to feel at home in rooms set up for preschoolers. School-age children need to have chairs and tables that are of suitable size for their activities. If materials and equipment are to be shared, sharing space with a compatible program cuts down on set up and take down time, improves the probability that the equipment and materials will be used in an appropriate manner and lessens the chances of safety problems occurring due to something being left out by the SACC program staff.

** **Purchase or build adaptable equipment.** PORTABILITY is the key word here. . .room dividers, locked storage closets, tables, cabinets, chairs and even sofas on wheels; containers for materials with handles; dividers that roll up (blinds, shades, flags, etc.); double sided bulletin boards, velcro partitions and posters, throw rugs and light weight bean bags.

** **Include set up and take down time in the daily routine.** This may include scheduling staff before the program begins to hang pictures, banners and dividers, put materials out on the tables, roll out rugs, rearrange furniture and prepare snack. The schedule should also provide adequate time for returning the room to its original arrangement and putting away the after-school program's materials and equipment.

** **Develop a schedule for using resource rooms** (library, art room, computer room, gymnasium, shop/wood working room, home economics room/kitchen). If a number of resource rooms are to be used, develop a workable, easily understood schedule showing the days and times different groups of children are to use each of the rooms and which staff are to be in each of the rooms. The schedule should be worked out with the appropriate school/center staff, then posted where children can see it when they enter the facility. A copy of the schedule should also be given to each of the children, the staff and parents. Any changes in the schedule should be posted and notice given the children, staff and parents.

** **Have an agreed upon, designated place to store SACC Program equipment and materials.** Equipment and materials that are to be used solely for the SACC Program should be labeled and stored in a place that is agreeable to both staffs using the designated space. This may be a closet

or portion of a storage space in the primary room or a closet or portion of general storage that is near the room. If the SACC program stores its materials/equipment in portable locking shelves, there needs to be a place in the room, hallway or closet to store the shelf unit. If possible, equipment and materials used specifically in certain resource rooms should be stored in or near the room in which they will be used.

** **Have an agreement about which equipment and materials can be shared.** It is important that both staffs respect the other children's and teachers' things. Both staffs need to be diligent in helping the children to respect the agreement. It may be helpful to list or color code the equipment and materials that can be used by the SACC program. Staff should be trained on how to use the equipment properly. Updates of which equipment can be used by both programs should be included as part of the regular teacher planning meetings and in-service training sessions.

** **Develop "learning centers on wheels."** Store materials and equipment needed for different learning centers together in portable containers such as crates or boxes with handles and/or wheels. Establish boundaries for learning centers with rugs, tables, blackboards, chalk or tape.

** **Make sure there is clear agreement about who will clean the SACC area.** Will the custodian do the major cleaning jobs such as mopping, waxing and disposing of the day's trash before the SACC program begins or will he/she have to perform these jobs after the program dismisses in the evening? Is it the responsibility of the SACC staff to sweep, empty trash, and perform other minor cleaning duties? If so, program and staff schedules should address this matter.

** **Have a process for working out any conflicts that may arise.** Regularly scheduled meetings, perhaps monthly or quarterly, will help to clarify issues before they turn into problems. If a situation arises that can be handled quickly and informally, by all means do so. Keep the communication lines open and cooperate whenever possible.

** **Make extended day staff available to regular teachers for projects and help of all kinds.**

Outdoor space. School-age children need outdoor space that is challenging. The outdoor space should allow for creative use of equipment and space. Ideally, the SACC facility should allow the children to move, change and rearrange both the indoor and outdoor environments. An adventure play yard where children have opportunities to build and change things is one alternative.

Seventy-five square feet of useable space per child outdoors is usually suggested by many experts in the SACC and child development fields. Recommendations regarding outdoor spaces for SACC programs include having separate outdoor space for school-agers so they will not interfere with the younger children and so they can use the outdoor areas at the same time. The areas, however, should be within view of each other. This allows for some crossover by children and staff.

Children will naturally group themselves not by age but by skills or abilities. The environment should allow for and support a wide range of interests, activities and skills of school-age children. This can be accomplished in outdoor play yards by providing:

- **large open grassy or soft-surfaced areas** for the wide range of sports and activities that interest school-age children. These activities may include football, soccer, kickball, dodgeball, and baseball.

- **large play areas with climbers, swings, logs, spools, slides, platforms, and other play units** spaced to avoid crowding and potential accidents.

- **paved areas** for wheeled toys, balls, games and for practicing skills such as jumping rope, dribbling, playing hopscotch and four square.

- **small areas,** slightly separated from the larger areas, to make activity areas for one to five children. Smaller spaces for just one or two children allow for a moment of privacy or a place to get away from a difficult activity, situation, adults or the group. A tree house, hammock, rocking chair, sand pit, tee-pee or piece of large pipe make wonderful places to be alone, to plan, to think, to get a feeling of closeness, to settle down with a book or homework or sketch pad.

- **shelters, windbreaks, porches, low bushes, logs, tires and trees to form barriers between areas.** Areas in a variety of shapes and sizes increase the opportunities for a variety of both active and quiet, large and small group activities outdoors.

- **special interest areas** such as a garden plot, wild flower field, small pond, fenced animal area, dramatic play area, construction area, reading and art area.

- **protection against the sun, wind and rain.** Trees, covered areas, and large umbrellas provide some respite from the sun. Protection against the wind can be provided by solid fences and by stretching tarpaulins along a section of fence, between poles or around pieces of playing equipment.

- **convenient storage** which will increase the amount of time spent in activities and play. Both children and adults avoid using materials and equipment that are difficult to get and return.

- **easy access to outdoor areas from indoor areas.** Ideally, children should be able to go freely between indoor and outdoor activities. This is not always possible; therefore, it becomes necessary to develop a schedule to ensure some time each day for the children to have access to the outdoor play areas.

- **opportunities for staff and children to change the areas** by moving dividers, boards, tires, spools, bales of hay, logs, large building blocks, ladders, platforms, blankets, boxes, crates, or movable equipment.

- **fences or other barriers that define the play areas' perimeters and restrict the children's play to the designated areas.**

Appropriate Equipment

The most important consideration when choosing equipment/ materials is that it should be age appropriate. There should be enough furniture for all children, sufficient variety and quantity of equipment and materials, and storage space accessible to the children. There should be safe play equipment, both indoors and outdoors, to meet the physical and other developmental needs of the children.

The following "Checklist" was adapted from the DHR Minimum Standards for Day Care Centers and Nighttime Centers, pages 52-53. It can be used to guide SACC programs as they make decisions regarding appropriate equipment. This is not offered as a complete listing of equipment. However, it is a place to start.

EQUIPMENT CHECKLIST

GENERAL GUIDELINES:

_____ 1. Furniture is appropriate for sizes of children.
_____ 2. Equipment and furniture are free of sharp, loose, or rusty parts.
_____ 3. Equipment is easy to clean and keep clean.
_____ 4. Indoor equipment is arranged in an orderly manner, in designated interest areas.
_____ 5. There is adequate storage for equipment/materials.
_____ 6. The equipment is accessible to the children.
_____ 7. There is a variety of single use and multiple use equipment and materials.

SUGGESTED INDOOR EQUIPMENT:

_____ 8. Tables/working space for each child who is to sit at the table
_____ 9. Chairs of the appropriate size for each child to sit in
_____10. Jig-saw puzzles
_____11. Table games suitable to the ages of the children
_____12. Books suitable to the ages of the children
_____13. Assortment of balls
_____14. Record player and/or tape player
_____15. Age appropriate records and tapes
_____16. Paint easels
_____17. A variety of sizes of paint brushes
_____18. Child and adult size scissors
_____19. Water play equipment
_____20. A variety of puppets/marionettes
_____21. More than adequate quantities of construction equipment such as: Legos, Unit Blocks, Constructos, Marble Works, Lincoln Logs
_____22. Equipment that encourages experimentation and problem solving, e.g. science sets, engineering sets
_____23. Reference books
_____24. Appropriate dramatic play props
_____25. Bean bag pillows/chairs
_____26. Area rugs
_____27. Cubbies/Plastic storage crates
_____28. Writing and drawing aids, e.g. stencil, rulers, templates

SUGGESTED OUTDOOR EQUIPMENT:

_____29. Digging equipment
_____30. Boxes, crates, tires, hollow blocks, planks and other pieces of equipment the children can use in construction and in changing the play area

_____31. Equipment on which to walk and balance such as walking boards and balancing beams
_____32. A variety of things on which to climb: cargo nets, climbing poles, knotted ropes
_____33. A variety of things from which to hang and swing: horizontal ladder, horizontal and parallel bars, low bars for turning
_____34. Wheeled vehicles appropriate for the ages of the children
_____35. A variety of balls or other things that can be thrown and/or kicked (basketball, football, kickball, softball, nerf balls, beach balls, bean bags, frisbees)
_____36. Games of skill and endurance (tetherball, badminton, croquet, basketball, jump ropes)
_____37. Bats, stilts
_____38. Stop Watch
_____39. Cones/sand bags for hurdles, bases or goals
_____40. Nets
_____41. Parachute
_____42. Props for dramatic play

A Planned Program of Activities

Planning is Crucial. Even before a SACC program opens its doors to the children, a great deal of planning must take place. There must be careful planning to design a program that will enable the staff to accomplish the goals set for the overall program and in turn meet the needs of the children. This initial planning can be done by:

(1) a program planner and presented to a board or committee,
(2) the director of the SACC program,
(3) the director with the help of a committee consisting of SACC staff, parents, child development specialists, or other professionals, or
(4) an individual who contracts with the organization/ agency to design and implement the program.

The framework of the program should include:

- a proposed daily schedule,
- program components: snack time, clubs, homework time, field trips (in the summer). community involvement, outdoor activities, tutorial help, and enrichment opportunities,
- objectives to accomplish the goals of the program,
- proposed staffing schedule,
- space requirements, and
- procedures for further planning.

Once the SACC program is in operation, time should be scheduled at least weekly for staff to sit down together to plan and discuss up-coming activities. Short range and long range planning is necessary in order to have a successful program. These plans should consider what is and will be happening in the school, the community, the state, the nation, the world and in the lives of the SACC children.

Monthly and yearly calendars of events help staff focus on what is scheduled in the school/center and community and plan on a weekly basis. These calendars of activities and events should be developed by the staff with as much input from the children and parents as possible. This will help contribute to the children's and parents' sense of participation in the program. A copy of the calendar of events showing the holidays, field trips, community projects, club meeting dates, drama rehearsals, etc., can be posted and given to the parents and children.

Program Plan/Lesson Plan. A daily program plan/lesson plan should be prepared, detailing developmentally appropriate activities geared to the individual needs and developmental levels of the children served. The daily plans should also include time for children to relax, take their time, enjoy their friends laugh and "just be." This plan should be posted so children and adults will know what is planned. This is just another way of making the school-age children's environment more predictable and secure.

There are many different formats that can be used to organize the program's activities. The activity plan format provided in APPENDIX B allows staff to develop the activities in a way that not only makes it easy for staff to carry out the activity, but also provides documentation that planning is occurring for individual children based on their assessed needs and stated interests. Developing activities in this way becomes the program's "curriculum." Once the activities have been chosen and developed, they are organized into a plan of action that includes daily routines and corresponds to the program's schedule. The lesson plan can be prepared for a day or a week at a time. Sample lesson plans can be found in APPENDIX B.

A quality program should provide children, on a daily basis, the opportunity to:

* make choices,
* participate in individual, small and large group activities,
* use a wide variety of materials,
* have privacy, alone or with a group of friends,
* do things that are quiet and other things that are active - indoors and outdoors,
* explore materials and equipment on their own,
* participate in adult directed, structured activities,
* pursue their own interests,
* take responsibility for cleaning up, and
* relax, laugh and converse with friends.

Children should also regularly have the opportunity to:

* participate in both long term and short term projects,
* go on field trips (mainly in the summer),
* plan upcoming activities, and
* take responsibility for preparing and serving snack.

Flexibility is a must! Planning is important but an effective SACC teacher knows when to discard her plans and follow the lead of the students or take advantage of an unscheduled community/school event, or surprise quest.

Program Scheduling. A daily program schedule makes the children's world more predictable and therefore helps them feel more secure. The daily schedule establishes routines within which staff and children can operate. Children need a relaxed pacing of activities to counter the rigid schedule of their school day. A schedule that is divided into blocks of time allows for flexibility so that the staff can see to it that the children experience a balance of active and quiet, staff-facilitated/directed and child-initiated/selected group and individual activities. Examples of typical schedules are located in APPENDIX B.

Enrichment Programs. All quality SACC programs are enrichment programs because their goal is not only to provide a safe, secure place for children to spend their after school hours but to provide a program that enhances and enriches the lives of those children. School-age children enrolled in SACC programs would not be able to participate in many of the special activities often available after school if the SACC program did not make an exerted effort to enrich their programs by 1) including these activities in their daily plans, 2) scheduling time and providing space for these activities to be provided at the SACC facility by outside resources, or 3) providing transportation to and from these activities.

Some SACC programs make use of volunteer and staff expertise in particular subject areas and offer such activities as art, crafts, music, woodworking, chess, cooking, science and card games on a regular basis. Depending on the interests of their children, the program may also make arrangements for dancing, gymnastics, dramatics, computers, piano, band, foreign languages, film making, photography, astrology, creative writing, martial arts, basketball, football, soccer, tennis, and track to be taught. Organizations such as the Scouts, Camp Fire, Boys' and Girls' Clubs are often encouraged to hold meetings at the SACC facility. These activities may be provided at no additional cost, at a small additional cost, or supplemented by other funding such as grants and contributions by industry, organizations and parents.

Enrichment programs, in the truest sense, are programs that emphasize developing the children's interests and expertise in particular areas. In these programs children concentrate on developing one or two main interests instead of sampling a number of alternative activities.

[Portions adapted from "Keys to Successful Programs," Kentucky School-age Child Care Project, Technical Assistance Paper, Number 2]

Provision for Snacks and/or Meals

Children need a snack after school to tide them over until dinner. The quality and quantity of snacks needs to be adequate to feed the children, physically as well as nutritionally. Nutritional snacks should consist of milk or juice and fruit, vegetables, enriched grain products and/or protein-rich foods such as peanut butter, cheese and dairy foods.

Appropriate meals may need to be offered to those children who begin the day at a SACC facility. The school's lunchroom supervisor or a dietician with the County Health Department can offer suggestions and assistance in planning and preparing snacks and meals.

Through the Child Care Food Program of the Department of Agriculture, many SACC programs are eligible for federal subsidies to assist with their food costs. Reimbursements and/or commodities may be given for meals and snacks, depending upon the income level of the children in care.

Children can help with morning and afternoon snacks. As they help with the food preparation and develop food preparation skills, information about nutrition is reinforced. Experts believe that food also carries emotional significance. The giving and receiving of food are expressions of caring. Snack time needs to be set up in such a way as to encourage relaxation and social interaction, not a "hurry up and finish" atmosphere. Eating together enhances children's sense of family and of being part of a group.

Parent Involvement

It is extremely important to build strong relations with parents if a program intends to develop a high quality experience for children and their families. It should be the responsibility of the SACC staff to facilitate communication between parents and the school; this includes seeing that notes and other information get taken home to parents.

Parent involvement can take many forms. Programs should encourage visits by parents and have written procedures for receiving input and maintaining open communication. A good way to lay the groundwork for good relationships is to meet the parents before the child enrolls. At this time the parents can be introduced, both verbally and in writing to the program's philosophy, policies and procedures. Staff should talk frequently with parents, during pick-up time, parent meetings and community get-togethers. Sharing information about a child helps to develop a positive relationship between the teacher, the program and the parent. When possible, parents should be involved in designing the program and setting policies and procedures. Parents tend to be more supportive of a program they understand and in which they have ownership.

Ways to Build Parent Involvement

** **Send out a monthly newsletter.** Let the children be involved in its production and dissemination.

** **Have parents participate on the Board, on an advisory committee or on special interest and planning committees.**

** **Have a parent information board** with pertinent articles, notices, reminders and notes about the day.

** **Encourage parents to visit the program** at any time. Send out special invitations for field trips and special events.

** **Have regular parent meetings.** To increase attendance, start off with a pot luck dinner and provide supervision for the children during the meeting.

** **Have workshops on topics of interest to parents.** Seminars for parents two to three times during the school year work well.

** **Hold scheduled parent conferences** at least twice a year. During this time you can talk one on one to the parents and get to know them, learn about what they want for their child, their concerns, fears and expectations. They, in return, can get to know the teacher, her expectations, plans, and concerns.

** **Plan special family events** such as picnics, dinners, game nights, holiday and/or seasonal parties and dance and drama presentations by the children.

** **Invite parents to share their special skills or experiences.** For example, immigrants can come and talk with the children about life in another country; a carpenter might come and help the children build bookshelves or special storage for their equipment and materials; other parents may come to talk about their jobs or share their knowledge of subjects that are of interest to the children such as computers, various types of collections, animals, sports, painting, crafts, etc.

[Adapted from "What Role Do Parents Play in a School-age Child Care Program," Kentucky School-Age Child Care Project, Technical Assistance Paper, Number 2, pages 7-8, which was adapted from "Encouraging Parent Participation in School-Age Programs," Shelly Bokman, School-age NOTES, March/April, 1984.]

Parent Handbook

Program policies and procedures should be in writing and given to parents when they enroll their children. The policies should include specific information related to the purpose of the program, administration, funding, program description (curriculum and schedule), admission requirements, discipline, arrival and departure.

A Parents' Handbook could include all or many of the following subjects:

Organization
History
Philosophy
Registration information
Eligibility for enrollment
Insurance requirements
Parent involvement
Behavior guidelines
Discipline procedures
Identification of school administrator and SACC staff
Calendar of events that includes holidays, field trips, etc.
Curriculum information
Enrichment programs
Program scheduling
Operation Policies
Payment schedules
Registration fees
Weekly fees
Late payment guidelines
Return check penalty
Authorized persons for pickup
Late pickup
Absences
Days/Hours of operation
Early dismissal
Sick child/Accident policy
Transportation: to and from program; to and from outside activities

A Handbook For Extended-Day Programs (See bibliography) provides more in-depth information on how to develop a parent handbook.

Utilization of Community Resources

Children need to feel a part of their community. They need to understand and respect the place where they live. This helps them feel proud of who they are. For these reasons a quality school-age program is knowledgeable about and involved in the community it serves. A program derives many benefits from being active in the community and making the community aware of what it offers. Programs may get donations of goods such as scrap paper from a print shop, recycled computer paper from a large business, "edible mistakes" from a bakery, surplus or useable irregular products from local manufacturers. They may also get services such as free vision screening, tours of plants and businesses, class pictures, help from experts with special projects and much more.

Community resources include places to visit such as libraries, stores, parks, museums, theatres, factories, businesses, playgrounds, recreational facilities, farms, zoos and art galleries. Other resources include community youth organizations such as the Scouts, 4-H, and Little League as well as people from the community who may visit the program on a regular basis and share their time and expertise with the children. A list of special interest organizations is located in APPENDIX E.

[Portions taken from "School-age Child Care Licensing?", Kentucky School-age Child Care Project Technical Assistance Paper, Number 8]

Staff Development and Training

It is usually difficult for most programs to find the time and/or the money for staff development and training activities. And yet training is essential because it is often hard to find staff who have previous training or experience working with school-age children. Training should be offered in areas that are in some way relevant to the work performed by the staff members: first aid, CPR, games, school-age child development, conflict resolution, parent/teacher communication, curriculum and use of community resources.

Quality programs have a planned, organized approach to staff training and development. This approach may include frequent staff meetings at which training occurs, training opportunities outside the program, regularly scheduled on-site visits to provide support and assistance when needed and visits to other programs. The options a program chooses in developing its staff training program will depend on the needs of its staff and resources available to the program.

Staff Meetings. Staff members should gather at a regularly scheduled time during which they may:

- discuss routine matters that may affect the program and/or the children,
- plan the curriculum for the upcoming week or month,
- discuss the needs of individual children in the program,
- participate in discussions at potluck dinners and other social get-togethers,
- take turns reading articles and books and reporting on them,
- view VCR tapes, educational television or filmstrips,
- participate in workshops on topics of interest.

Outside Training Opportunities. A program may periodically organize full or part-day training events . Groups of providers may combine resources and hold local and regional conferences with sessions devoted solely to SACC programs and issues. Staff may also choose to take relevant courses at a college or university or they may take advantage of the training opportunities provided by

national, regional, state and local organizations and agencies. Professional organizations such as the National Association for the Education of Young Children (NAEYC), the Southern Association for Children Under Six (SACUS), the Alabama Association for Young Children (AAYC), NAEYC local affiliates, and the American Child Care Foundation (ACCF) hold annual conferences at which there are numerous workshops and presentations addressing a wide variety of subjects relevant to SACC programs and staffs. Agencies such as Childcare Resources offer a variety of training opportunities throughout the year.

The Community Education Section of the State Department of Education provides technical assistance and training to school system based SACC programs. More information about these organizations and agencies is provided in APPENDIX D.

Visits to Other Programs. Much can be learned by sharing resources between schools. Seeing the way other SACC staff arrange the environment, schedule and present activities, handle various situations and relate to each other can be an enlightening experience. It can provide staff with possible solutions to common situations, spark new ideas, encourage them to try different things and reinforce their own beliefs and abilities.

In-Service Training. On-going in-service training is necessary to maintain a quality SACC program. The responsibility for developing an in-service training program often falls on the director of the SACC program. The director must know how to organize and develop the training so that it meets the needs of the program and the staff. More information on how to develop staff training is located in APPENDIX F.

The SACC staff manual, Quality Care For School-Age Children, was developed in conjunction with this manual as:

1) a self- instructional training guide for SACC staff and
2) a source of training materials such as exercises, displays and handouts for SACC directors/trainers to use when developing group training for their staff.

Training outlines, developed for each section of the SACC staff manual, are included in Appendix G of this manual. Each outline includes:

- the title of the section covered
- the approximate amount of time to complete the training on this section
- the materials/equipment needed
- the exercises, displays, and/or handouts to use
- the procedure for presenting the training and
- the evaluation and follow-up that may be needed

The content covered by each of the training outlines can be used alone for short staff training sessions or combined for longer training sessions. They can also become a part of training sessions developed by the director.

Written Program Policies and Procedures

Every program needs to have clearly established policies on a number of subjects, as well as the procedures that will be used to carry them out. These are the day-to-day courses of action upon which the program will actually operate. Every program's policies and procedures will be unique and will reflect not only the program's philosophy and the community it serves, but the state and federal requirements as well. Some of the areas that will require policies are parent involvement, food, personnel, financial management, and reporting of child abuse and neglect. These are dealt with in other sections of this manual. Other areas requiring policies are addressed in the following paragraphs and include 1) health, 2) safety, 3) discipline, 4) operations, and E) special needs children.

Health Policy. All possible precautions should be taken to ensure the children's well-being. However, accidents can and do happen and children can and do become ill. Therefore, certain information needs to be obtained on each child at the time of enrollment:

* A record of each child's medical history including an immunization record;
* The name of the child's pediatrician or family doctor;
* An emergency medical care authorization;
* The name, address and telephone number of a relative or friend who lives nearby and can be contacted if parents cannot be reached;
* Business and home addresses and phone numbers of parents and guardians;
* Name of insurance company and policy number.

There are precautions programs can and should take to ensure a safe, healthful environment:

* There should be established procedures for staff to follow in case of emergencies;
* There should be at least one staff member trained in pediatric first aid and CPR;
* All staff should have on file a current health examination report showing that they are in good health; free of any contagious diseases and physical and/or mental problems which would hinder them in the performance of their duties as child caregivers; this would include a TB test report showing a negative reaction;
* There should be guidelines for administering medication;
* There should be a policy regarding sick children; those who come to the program sick and those who become sick during the day at the school.

Safety Policy. Safety plans and disaster plans should be developed and explained to parents, staff and children. These plans should include but are not limited to:

* Supervision of children inside and outdoors. Plans should cover rules children are expected to observe and procedures to follow in case of an accident.

* Emergency Procedures. There should be posted in a prominent place, clear, concise emergency procedures in case of natural or man-made disasters such as fire, bomb threats, severe weather, or flooding. Periodic practices should be scheduled and conducted to fully acquaint the staff and children to the procedures to be followed.

Discipline Policy. A discipline policy which emphasizes positive discipline techniques should be developed and fully explained to the staff, parents and children. A discipline policy should include general behavior guidelines, rules for indoor and outdoor areas, specific rules for special areas and activities, the consequences for misbehaving and/or not adhering to the rules, and procedures for dealing with continual misbehavior.

In many cases, if the school or center has a code of conduct policy, it is also applicable to the SACC program.

Operational Policies. These policies should include:

* Written rules and regulations pertaining to the operation of the facility such as opening and locking up the facility, lights, alarms, windows, and air conditioning,
* Enrollment policies and procedures,
* Termination policy,
* Transportation policies regarding transportation to and from the program and to and from outside activities,
* Hours of operation,
* Absentee policy,
* Late pick-up policy,
* A policy to cover early dismissal from program due to hazardous weather or emergency.

Guidelines for developing these policies along with examples of many of the policies can be found in A Sample Handbook for Extended Day Programs developed by the Alabama State Department of Education, Community Education Division.

Policy Regarding Special Needs Children. To protect itself and the children it serves, a program needs to have written policies and guidelines regarding services provided to special needs children. These guidelines and policies need to address supervision, routine care, program planning, physical accessibility, and sources of services and funds. The SACC program should have the school's /center's existing general guidelines and the program's written policies and guidelines reviewed by its lawyers for any legal ramifications.

Overall Program Management

The quality of a program is demonstrated in the overall management of the program. A well run program has documentation and/or written policies within each area of administration such as 1) personnel management, 2) financial management, 3) record keeping, 4) legal authority and 5) parental involvement.

Personnel Management. This division of administration will include requirements, policies, and procedures relating to the overall management of the organization's staff.

Staff Requirements. Knowing what to look for when hiring SACC staff is not an easy task. Personal characteristics have been discussed in a previous section of this manual. Requirements of

age, health, education, training, and experience should be added. The exact requirements for a program's staff are determined by the programs' philosophy and goals, affirmative action considerations, applicable licensing regulations, the program's emphasis, and the available pool of applicants.

Job Descriptions. Having job descriptions for staff positions not only provides direction for the staff but provides a means of helping the director (person responsible for hiring) select the most qualified staff. The job description later provides the director a means of evaluating the employee's performance. Job descriptions are safeguards for the employer and the employee.

When developing job descriptions for currently filled positions, it is important and helpful to get input from the people who hold those positions. Together you can write a more accurate description of the position as you think it should be. A job description should be written in concise, specific, understandable terms. Most job descriptions include all or some of the following categories: job title, division within the organization, qualifications/requirements (education, experience), primary function, major responsibilities (for program development, to children, to staff, to parents,), supervised by (line of authority, to whom the person reports), salary/salary range, benefits. See APPENDIX B for a sample job description format.

Organizational Chart. An organizational chart provides a visual overview of the chain of command. This is helpful when writing operational and administrative procedures. See APPENDIX B for a sample organization chart.

Recruiting. It is difficult to find staff members who not only possess all the characteristics previously mentioned but also have the desired educational background. If you are able to attract the "perfect" person, all too often you cannot offer them the hours and wages she requires. Therefore, some directors have tried putting together a "team" of staff people who collectively possess the wanted abilities. Other directors have committed themselves to finding people with the desired personal characteristics who are willing to learn and then investing the time it takes to train these individuals. This course of action has produced many quality SACC staffs. Licensed programs need to pay attention to the specific educational requirements for various staff positions.

There are a number of places one can look for suitable candidates. The list that follows is by no means complete but is offered as a starting point:

HIGH SCHOOL/COLLEGE STUDENTS - Older high school teen-agers often relate well to the older children in the program. Depending on their age, these students may or may not be considered in your staff/ child ratios. College students' class and vacation schedules generally match well with after school and summer program hours. Students with majors in recreation, art, music, languages, athletics, early childhood, elementary education, human services, social work and other areas that match the after school program's curriculum are the most sought after. Employment boards and job counseling offices at local colleges and high schools are good starting places for recruiting.

REGULAR TEACHERS, INSTRUCTIONAL AIDES AND SUBSTITUTE TEACHERS - These are usually a good pool from which to draw. They generally have the experience and the educational background. They have had their references checked and have their medical history and exams on file. Some directors have found that kindergarten teachers and high school teachers often find it refreshing

and challenging to work with the 6-13 year-olds. It is recommended that children should not be assigned to a teacher they have during the regular school day; the teachers and the children should have a chance to start anew in the afternoon.

Teacher Applications On File - Many applicants may see taking a position with the SACC program as a way to get a foot in the door with the school system. Others may like the idea of working shorter hours.

Volunteers: Parents, Community Resource People - Many businesses and organizations encourage their employees to volunteer their time and expertise. Some even allow their employees time off with pay. Others have staff who do nothing but community service. Some volunteers can spend time with the children on a regular basis - once or twice a week. Others may be able to volunteer less regularly. The same applies to parents. Some will be willing and able to schedule time with the children on a regular basis and others will drop in when it's convenient. Be prepared to make the best use of their time and expertise. Volunteers can add much to a program. It's worth the effort to find them.

Job Corp - Job Corp is a government-subsidized program to provide training and job experience to underprivileged youth. There is some paperwork involved and the hours are sometimes limited, but if you are willing to train and support the trainees, you may find you have a potential full-time employee. For more information regarding Job Corp, contact your local Employment Office.

Employment Office - It is always good business to file your employment needs with the State Employment Office. Be sure to include a job description detailing the educational requirements and personal characteristics you are looking for. The Employment Office will screen the candidates for you and refer only those most suitable.

Friends Of Friends And SACC Children's Baby Sitters - It's amazing how word of mouth can often put together an employer with a potential employee. Talk with your friends, find out who baby sits for the children in your program. You may find full time staff and/or substitute staff. Keep talking! Friends' situations change and sitters change.

Retired People, Grandmothers, Grandfathers, Other Senior Citizens - Many retired people are looking for regular part-time employment to subsidize their social security income. Some may want to work only certain days for a few hours just to give them something to do, while others may want the challenge and the responsibility of full-time employment. Many of this group may have parenting, scouting, or related experiences with children. Some may just want to share their experience, their knowledge, or their love with someone else. Older adults and school-age children have much to offer each other. It's a match worth making.

The following methods have been successfully used to recruit SACC staff:

* Post application information and job descriptions at college and university placement offices, bulletin boards in the various departments, and student buildings on campus.
* List the position in newsletters and on bulletin boards of human services agencies such as the Department of Human Resources, information and referral organizations, mental health centers, and groups which serve ethnic and racial minorities.
* Make announcements at school and community meetings, such as the PTA, civic clubs and city council.

* Advertise in newspapers.
* Post attractive notices in the community wherever potential candidates might see them -- places such as gymnasiums, dance studios, churches, restaurants, and craft stores.

Screening. When sorting through the resumes and applications you will receive, you need to balance experience with education. Notice whether the applicants have received in-service training. This often turns out to be as valuable as a degree. Consider how each of the candidates will mesh with and complement other program staff in training, personality, skills, energy, racial and ethnic background, and their approach to teaching school-age children. Lastly but not the least important, the special needs of the children should be considered.

Choose those applicants you would like to interview and notify them to set up an interview on a designated day. Call the candidates one or two days before the interview to confirm the time.

Interviewing. The purpose of holding interviews is to be able to compare candidates. Therefore, the interview format should be standardized and somewhat formalized. Those interviewing the candidates should use a standard form on which to record impressions of the candidate's strengths and weaknesses. Open-ended questions should be carefully worded to elicit the information desired by those conducting the interview. The following are sample interview questions adapted from the School-Age NOTES, July/August 1981, and School-Age Child Care: An Action Manual:

What is your educational background?
Describe your experiences with children.
What kinds of activities do you enjoy doing with the children?
What do you like most about working with children this age?
What do you like the least about working with children this age?
What do you see your role as (position) to be?
What special skills and/or strengths can you offer this program?
Describe some basic differences between six-year-olds and ten-year-olds.
How would you rate your organizational abilities? Give some examples.
How would you rate your ability to get along with co-workers?
How would you set up a schedule for a typical day?
What is your philosophy regarding discipline?
What methods of group management do you utilize the most?
Describe some ways you could involve parents in the program.
How is school-age child care different from school?
How did you choose this field?
What does developmentally appropriate mean?
What is your greatest strength?
What is your greatest weakness?
Do you have any questions you would like to ask?
What would you do if. . .? (Provide the situation.)

In accordance with your hiring procedures and priorities, select several finalists. Next, check the finalists' references in person, over the telephone, or by sending a letter. Be cautious of one word/one sentence recommendations such as, "She performed her duties adequately." Pay attention to work attendance record, health history, reasons for changing jobs, length of time with each employer, and/or lapses in employment.

Finalists are often interviewed a second time, sometimes with a larger group of interviewers which may include the staff with whom the candidate will be working. Candidates may also be required to perform certain job-related tasks or spend a certain number of hours at the program so the candidate can be observed interacting with the children.

After careful consideration of all the finalists, the committee will decide on a first and second choice. Choosing a "runner up" is a good idea in case your first choice decides not to accept your offer.

Hiring. The applicant who is selected by the committee should be offered the job in writing. The initial letter should clarify all the conditions of the job such as time commitment, pay and benefits. It should specify any additional job requirements such as a health certificate, TB test and background inquiry.

When the candidate accepts the job and reports for work, the first priority is the administrative paper work including a contract or letter of employment, Internal Revenue forms, payroll information, insurance forms, and health forms. The new staff member should be given a copy of the employee handbook to read and then discuss with his supervisor or other designated staff person.

The orientation process may take a day or several days but should start immediately. Orientation should provide the new employee with information about the organization, the overall program, the employer's expectations, the responsibilities of the job, health and safety policies and procedures, lines of authority, and program policies and procedures. During this time the new employee should be introduced to the other staff, given a tour of the facility and given time to adjust and ask questions. The new employee should also be introduced to the children and parents by a staff member.

Staffing Patterns. Each SACC program should meet minimum requirements, but may choose to devise its own staffing pattern based on the program's operating hours, the type of program offered, the needs of the community and the number of children served.

The age of the youngest child usually dictates the adult-child ratio. Although minimum standards for child care facilities offering school-age child care state that one adult alone should not provide care for more than fifteen school-age children, for the safety and well-being of the children, there need to be at least two adults in every group of children. Without adequate staff a program cannot hope to effectively provide for the needs of the children. Children should NEVER be left alone without adult supervision.

Staff Handbook. An employee handbook should include answers to any questions that might arise regarding employment. The handbook is one means of communicating the policies, procedures and priorities of the program to its employees. A well developed employee handbook can help settle disputes and miscommunications and serve as a tool for effective supervision by:

1) setting sights, developing goals and objectives;
2) clarifying expectations;
3) establishing ground rules - spelling out what types of behavior that are encouraged and discouraged, and
4) informing employees about their rights and benefits.

Staff handbooks should include information the staff members need to know such as:

Hours of work
Chain of command
Compensation/Salary Range
Probation
Termination
Staff evaluations
Grievance procedure
Program related information:
Registration procedures
Discipline procedure
Safety procedures
Health policies and procedures
Responsibilities
Leave: holidays, absences, overtime, sickness,
Leave accrual and use
Pay periods/Pay days
Benefits
Worksite rules
Personal belongings
Orientation and training
Dress code

When writing an employee handbook, consider the following suggestions:

START WITH A MISSION STATEMENT. A statement of the philosophy, goals and/or purpose of the organization and how the SACC program fits into the overall scheme of things. Such an introduction lays the foundation for the rules and procedures that follow.

GET INPUT FROM A VARIETY OF SOURCES. Ask various employees about what needs to be in the handbook - what questions need to be answered. Look at the manuals of other SACC programs. Read articles on how to write handbooks.

BE SURE POLICIES AND PROCEDURES FIT YOUR PROGRAM'S NEEDS.

HAVE A LAWYER REVIEW YOUR HANDBOOK to make sure the policies and procedures are in compliance with applicable laws. He may also be able to help you word things in a way that will be easier to understand.

HAVE SOMEONE WHO KNOWS YOUR ORGANIZATION REVIEW YOUR HANDBOOK TO SEE IF IT IS REFLECTIVE OF THE PROGRAMS' VALUES AND GOALS.

MAKE THE HANDBOOK EASY TO USE AND UNDERSTAND. Start with a detailed table of contents. Number pages consecutively throughout. Make it easy to read: choose an easy-to-read type, leave plenty of white space on each page, use the same format throughout. Write like you talk. Organize information so that the reader can find needed information quickly: use headings and sub-headings, with bold type for major headings.

BE POSITIVE! Whenever possible, write policies and procedures in positive terms. Stress what you are striving to achieve, not what to avoid.

MAKE YOUR HANDBOOK EASY TO UPDATE. If possible, store it on a computer. When making changes, replace an entire page at a time. Put the effective date on the bottom of each page. Put your handbook in a three-hole binder with front and back pockets.

[Portions taken from "An Ounce of Prevention: How To Write and Employee Handbook" Joe Perreault and Roger Neugebauer; Child Care Information Exchange, January 1988; 17916 NE 103rd Court, Redmond, WA 98052]

Supervising Staff. Supervision of staff is an on-going task. It may take the form of observing and recording behaviors, modeling desired behaviors, providing examples of desired behaviors, checking an employee's work, helping to set goals and develop plans, or helping to develop proficiency in a given area. An important part of supervision is being able to motivate staff.

* **Motivating Staff** - Some supervisors might say this is just another way of saying "getting employees to do their job better." To accomplish this, consider these suggestions:

Make your expectations clear. Discuss how you see the job being done now. Describe how you want the job done and ask the employee to do it that way. In some instances you may want to describe the results or end product you expect and then discuss with the employee the procedures/process(es) that can be used to accomplish them.

Train your staff. Share your knowledge of the organization, services offered and how things should be done. Share what you have learned from your work experience. Keep your staff informed about training opportunities related to their jobs. The most effective way to increase job satisfaction is to help staff improve their job skills. Encourage them to grow professionally.

Provide employees with continuing support. Staff need to know that there is someone to whom they can turn for advice and support when dealing with difficult situations. Another way to support staff is to provide feedback regularly regarding their efforts. Feedback can be provided in a number of ways such as:

- helping staff assess their own strengths and weaknesses, set goals and periodically assess their progress toward those goals.
- regularly observing staff performing their jobs and discussing your observations with them.
- having periodic program evaluations.
- having regular performance appraisals/reviews.
- having staff observe each other and then discuss their observations with each other.
- sharing parents' observations and reactions with staff.

Reward employees for acceptable work. Thank them for their efforts. Praise them when they improve. Be sincere with your praise and don't go overboard! When possible, provide some financial or other tangible rewards. Find out what type of reinforcement works for each employee and use it.

Show employees you respect them. Treat them like real human beings whom you respect and value as individuals. Fair, comprehensive personnel policies, salaries as high as possible and fringe benefit packages all help to communicate to staff members that they are respected and valued.

Challenge your staff. There are many different ways to do this. The following are only a few:

- Work the staff's interests into the program's curriculum so that the staff can be involved in sharing interests they deeply care about.
- Involve the staff in some of the decision-making about the program.
- Encourage the staff to mainstream disabled children into the program.

- Encourage the staff to plan one or more long range projects for the children.

Model the behaviors you want in your employees. Show employees by your actions what you value. Approach your work with a sense of urgency, use your time wisely, meet deadlines, go beyond job requirements.

Listen to your employees. Make a habit of listening to your employees. Try to understand their points of view. Ask their opinions, then listen with an open mind before giving directions or offering advice.

Set a standard and accept nothing less!

[Portions taken from "Six Keys To Motivation", Practical Supervision, Sample Copy; Professional Training Associates, Inc., 212 Commerce Blvd, Round Rock, Texas 78664, 1988.]

The following suggestions for motivating and keeping staff were adapted from the Child Care Employee Project's Child Care Employee Handout, No. 11: "Special Stresses of School-Age Child Care Work," and School-Age Child Care: An Action Manual, pages 230-248.

* Choose a staffing pattern that utilizes mostly full-time employees.
* Provide fringe benefits, especially health insurance. Payments can be prorated by the number of hours worked for part-time employees.
* Be sure that personnel policies include provisions for breaks, compensation for overtime, etc.
* Schedule regular staff meetings and invite the staff to contribute to the agenda.
* Provide regular training sessions and opportunities to participate in outside training events.
* Develop a career ladder for experienced staff.
* Keep ratios as low as possible.
* Involve staff in decision-making.
* Compensate staff for time spent in parent meetings, training and other activities outside of regular working hours.
* Create a place where staff can spend their break time away from children and parents.
* Develop special assignments for students, individual volunteers, and other support staff.
* Get the local news media to do occasional stories on your program. This is one way of letting your staff know that you think they are doing a good job.

* **Using Staff Evaluations Effectively** - Employee reviews/ evaluations are an essential part of supervision. In order to have an effective staff evaluation session, you need to have:

- an effective evaluation form,
- adequately scheduled time in which to do the review,
- a relationship in which there is open communication, trust and mutual respect.

Guidelines for Effective Evaluations/Reviews

Clarify the purpose of the review. Make sure employees understand how their work is evaluated, the purpose of the review/evaluation session and how the evaluation will affect their job status. Clarifying the purpose of the review will also help you stick to the important points in the review session.

Keep the purpose of the review simple. The most effective reviews are those that serve only one purpose. . . anything that helps the employee fulfill his work potential. This may include:

* reprimands for continually being late or spending too much time on personal business,

* praise for having creative ideas and taking initiative,

* suggestions of ways to turn satisfactory work into excellent work.

Conduct the review/evaluation as an exchange of information, not as a report card. It takes the involvement of both the supervisor and the employee to make an effective review happen. There has to be open give and take. There has to be agreement that improvement is needed and possible before steps can be taken toward improvement. This takes honest discussion. The form itself is only a tool that is supposed to help make the evaluation process simpler, more objective and more consistent. The effectiveness of the form will be determined not only by how it is designed, but how it is used. Report card style evaluation forms do not work well with most adults - being graded is little incentive to do better. The best type of evaluation form is one that keys in on job responsibilities as outlined on the job description and provides a format that encourages an honest exchange of information between the employer and the employee. This type of evaluation form is not only easier to handle but is more logical.

Have an agenda and stick to it. Let the employee know in advance what will be addressed in the review. Ask the employee beforehand if there are other subjects he would like the review to include. This not only makes the review a two-way communication but allows you time to prepare for them. Setting an agenda will help you both focus on what needs to be discussed. A logical sequence to a review would include:

Review of past performance. What the employee has accomplished since his last review in relation to the goals he set during that review,

Analysis of the present. The employee's work habits, working relationships with others, update on the organization and how any changes affect the employee and

Planning for the future. The emphasis of the review should be on the plan for the future that the supervisor and the employee work out together. The plan should include ways for the employee to improve, the employer's expectations of the employee until the next review, any changes in the evaluation process between now and the next review, the type of support or help the employee can expect from the employer or other supervisory staff.

["Making the Most of Employee Reviews," Practical Supervision, Sample Copy; Professional Training Associates, Inc., 212 Commerce Blvd, Round Rock, Texas 78664, 1988.]

* **Avoiding Burnout** - All of us have specific needs that must be met if we are to function well. Meeting these needs should be given high priority because not meeting them may set off a chain reaction which ends in "burnout." It is important for supervisors to be able to recognize the symptoms/signs of burnout in staff and be able to offer support and ways to deal with the factors that are causing the "burnout."

Stress is one of the major factors in staff burnout. Ways to alleviate stress should be discussed with staff early on in the program year so they will be able to deal with it when they experience it. There are numerous articles and books written about how to deal with stress. Most "stress theories" have physical, psychological, and social components. For example:

PHYSICAL - There are a number of physical exercises prescribed to help overcome the effects of stressful situations such as:

Take deep breaths. Breathe deeply through the nose and concentrate on how the abdomen expands as the lungs are filled. This takes the mind off what is bothering the individual for the present.

Stretch. Stand up. Raise the arms above the head and stretch left for a count of 1-2-3-4. Stretch right for a count of 1-2-3-4. Repeat this several times. This not only takes the mind off the present events, but helps to loosen the tight muscles in the body.

Take a brisk walk or run around the block.

Climb the stairs instead of taking the elevator.

Take an exercise break.

Maintain your health by following a healthful diet and obtaining adequate rest.

Play! Choose a computer game or put together a puzzle to renew energy.

PSYCHOLOGICAL:

Imagine something pleasant from the past. Visualize the scene or event in detail. Call upon all the senses to help recapture the moment. Eventually the stress fades and is replaced with a more pleasant feeling.

Spend time alone each day, even if it's only a few minutes.

Do something each day that you enjoy.

Finish something so you can have a sense of accomplishment.

Laugh!! It's therapy in itself. Share jokes with someone, think of funny situations, seek out co-workers with good senses of humor.

Hug someone. This will help calm you down and take your mind off the things that are causing you stress.

Don't take yourself and your job too seriously.

SOCIAL:

Find someone who will listen to your complaints without interrupting or giving advice unsolicited.

Have contact with other adults whose company you enjoy.

Get involved with someone and/or something that is not related to your job.

Financial Management. Each program needs to develop an appropriate financial management system. However, all systems will need to include policies and procedures for purchasing, making payments, receiving payments, billing, collecting fees, depositing fees and payroll. Most centers and school systems have their own financial accounting procedures that are also used by the SACC program. Where SACC programs are part of a school system, it is often left up to the program whether or not they use the school's accounting procedures.

The following suggestions for developing sound financial management were adapted from "Money Matters: Financial Management of School-age Child Care Programs," Kentucky School-Age Child Care Project Technical Assistance Paper, Number 4.

CHECKS AND BALANCES FOR FINANCIAL MANAGEMENT

* **Build checks and balances into the management system.** All money that comes in and goes out should be recorded in a number of places. Ensure that people check one another. No one person should have sole responsibility for overseeing dollars.

* **Develop and use formal systems.** Set up systems for recording funds received and disbursed and make sure they are consistently used by everyone involved.

* **Draw clear lines of responsibility.** Break down tasks so they are manageable and assign them to the appropriate individuals within the program.

* **Make available all the information essential for decision making.** Design your systems and written forms so that information is easy to record, find and understand. Re-evaluate systems and forms periodically for effectiveness and efficiency. Combine relevant information from existing forms. Streamline procedures if necessary.

* **Consider contingencies and set aside funds** so that financial disaster can be averted.

* **Document all financial activities with detailed records.**
Accountability is extremely important. Keep records concise, current and accurate.

Payment Policies and Procedures should be written and included in the parent handbook. After discussing the policies and procedures with the parents when they enroll their children, a copy of the handbook should be given to them. The policies and procedures may include fee rates (registration fees, weekly fees, extra activities fees, late payment fees, late pick-up fees, reservation fees), method of payment (cash, checks, credit cards, vouchers), fee due dates, returned check penalties, receipts, use of collection agencies or small claims court. These are discussed with the parents during a pre-enrollment interview along with an explanation of how prompt payment directly affects the SACC program's ability to provide quality care. Many programs have found it helpful to have the parents read, sign and keep a copy of a contract or agreement covering all areas concerning tuition and fee payment and give them a copy.

Compensation policies and procedures regarding salaries, pay scales, benefits, compensatory time, salary increases, pay periods and pay days, etc., should be written and explained to the staff during an orientation meeting as soon as possible after they are hired.

Accounting Procedures need to be designed specifically for a program. A financial management consultant or accountant can help design a system that is right for your program. Once established, the procedures should be explained to the supervisory staff so they will have an understanding of how financial matters are handled. Staff who deal directly with some aspect of the program's financial management should know the accounting procedures and follow them absolutely and consistently.

Financial Forms/Procedures - Forms seem to have a way of multiplying. Written procedures for completing the forms accompanied by examples of completed forms help to ensure the forms will be completed correctly. The procedures should also include information about when forms are to be used and for what the forms are to be used. Although programs have forms that are uniquely theirs, most programs have need of and use some type of purchase order, voucher, requisition, payroll, statement, receipt, ledger sheet and individual payment record.

Record Keeping. A quality program is diligent in its efforts to maintain complete, accurate records. It takes knowledge, time, patience and perseverance to accomplish this task. The following are just some of the records that are needed by a SACC program:

Attendance records: Children's sign-in and out sheets, roll books/cumulative records, employees' time cards/sheets

Payment records: Tuition, fees for special enrichment programs such as computer camp, tutoring, music lessons, dance lessons, gymnastics, etc., registration fees, early or late pick ups, returned checks, reservation fees

Financial forms: Contracts, purchase orders, vouchers, payrolls, receipts, requisitions, account statements

Personnel Records: Application, references, resume, contract, job description, health history/TB test results, correspondence, personality profiles, evaluations, salary information, disciplinary actions, commendations

Children's Cumulative Records: Developmental records, progress notes/anecdotal records, health history, permission slips, medication forms, emergency care information, authorization form (persons authorized to pick up children), parent contacts

Legal Authority. Programs need to safeguard the children they care for and at the same time protect the program and its staff. Clarifying legal issues and establishing procedures to carry out policies regarding these issues is one way of ensuring accountability. Issues that need to be addressed would include but are not limited to:

Statement of Compliance Pursuant to Title IV of the Civil Rights Act of 1964 is designed to assure compliance of all child care facilities. Example: "No child will be denied school-age child care services on the ground of race, cultural heritage or national origin."

Reporting of Child Abuse or Neglect - Programs should ensure affirmative steps are taken to protect children from abuse and/or neglect while the children are under the supervision of the program's employees. Personnel policy and procedures should include procedures to inform employees of the laws pertaining to child abuse and neglect and the procedures for reporting such cases.

No school-age child care program should employ any person convicted of child abuse or neglect.

Discipline Procedure - There should be a discipline policy emphasizing positive discipline techniques and stating that there shall be no use of corporal punishment. There should be a procedure for ensuring that all staff have read, understand and will carry out these procedures.

Special Needs Children - The program should check with legal representation regarding the offering of and/or the denial of services to any and/or all special needs children.

Authorized Persons to Pick Up Children - There should be a form on which to write the names of authorized persons to pick up children from the SACC program and a procedure for checking children in and out of the program to ensure children are picked up only by an authorized person.

Insurance Requirements for Children - The SACC program should be sure it is adequately covered by insurance. An existing child care facility may need to get additional coverage when it starts taking school-age children into its program. Children need to have medical coverage in case of accidents and emergencies. There may be some children who do not have any insurance. These children may be eligible for some types of school/center insurance.

Use of Volunteers - Since volunteers are not on the payroll and therefore are not necessarily covered by conventional insurance policies, a program may need to consult with its insurance agent and legal advisor regarding the liability factors involved in using volunteers. This also pertains to parents who serve as volunteers.

Use of High School Students in the SACC Program - Although employees are usually covered by the program insurance (accident and liability) the program should check its policies regarding minors (under 18 years) as responsible parties.

Personnel and Program Policies and Procedures - When feasible, all SACC policies and procedures should be reviewed by legal counsel for relevance to and continuity with existing school board/center policies and procedures. School system supported SACC programs must adhere to state school board policies and procedures.

Parent Involvement. A quality program recognizes the importance of building strong relations with parents and ensures their active involvement by having policies and procedures regarding their participation in every aspect of the program. See "ELEMENTS OF A QUALITY SACC PROGRAM, #9 - PARENT INVOLVEMENT," page 18."

IV. SUMMER CARE

There is an increasing demand to provide care for school-age children during the summer months. The following information was adapted from School-Age Notes; "Why We Stopped Summer Care," May/June Issue, 1988; "Plan Now For Summer," March/April Issue, 1985. It may be helpful when you begin thinking about extending your program to include care for school-age children.

Changes in the schedule call for full-time, eight-hour-a-day staff positions instead of part-time and split shift hours. School system secretaries and teachers who are off for the summer, volunteers, resource persons, out-of-school eighteen-year-olds and college students are a good work pool from which to draw. Extra time for planning and staff meetings will also have to be scheduled.

The summer program will differ from the before- and after-school program. The free play and interest centers which usually dominate the before- and after-school programs aren't enough to sustain the long days and weeks of summer.

During the summer, children will have time to become involved in activities and long range projects. Workshops/classes/activities can be planned, provided and taught by SACC staff and/or volunteer experts from the community. They could include:

sewing	wrestling	dancing (today's style)	Scouts
cooking	gardening	karate	swimming
sculpting	painting	carpentry	

A good way to find out what to offer is to ask the children 1) what they want to do, 2) what they are interested in, 3) what they would be doing if they were at home with their friends.

These activities/classes/workshops can be scheduled for one to two weeks, for one to two days a week, for several weeks, for a particular day of the week, for the entire summer, or any other way that will meet the needs of the SACC children and staff.

Planning special events for the summer months helps make going to the SACC program more enjoyable: tournaments of different types (checkers, chess, backgammon, rope jumping, badminton), special exhibits (art, sculpture, constructions, collections, indoor skating, bowling, swimming, tennis), marathons (walking, swinging, hopping), imaginary trips to different places (Hawaii, Disneyland, the Orient, back to the 50's, into the future).

Summer is also the time to get out into the community. Plan field trips to parks, historical sites, businesses, factories, fast food restaurants, police and fire departments, post office, local tourist attractions and special shows, exhibits and events. Many of them give school group tours and rates. Some give free samples.

If this is not feasible, bring the community to the program. Many professionals are willing to come in and explain and demonstrate their area of expertise. Parents are an excellent source. Others may include dancers, theatre groups, fire fighters, police, librarians, puppeteers, entertainers, potters, doctors, dentists, representatives of the Humane Society, zoo, art museum, Extension Service, Forestry Department and Bureau of Tourism.

Earning money is always attractive to school-age children, especially the older ones. Involve the children in every aspect of the fund raising project: deciding the purpose, selecting the project, planning, preparation and implementation of the project, publicity, handling the money. Be sure to have an end result or reward which becomes a major event for the children such as a day trip out of town, a trip to the movies, or a day at the park or amusement park. The reward can be something smaller like a new piece of equipment of their choosing, a day of movies/games, or a party.

The space used by the program will have to increase to accommodate the children's developmental needs and interests. They need space to spread out! Crowding during meals, in bathrooms, on play equipment and activity areas can lead to behavior problems. Rearranging the classroom and setting up new interest centers will help the children make the transition from after-school care to all-day care. Break up the space with bookshelves, dividers, tables, equipment.

An all-day program means having to provide breakfast and lunch in addition to two snacks a day. If the children are going to be bringing their lunches, provide the parents with information on nutritional sack lunches. If the SACC program will be providing the meals, be prepared to provide quantities of food as well as quality food. An active summer program can work up big appetites.

There is more to summer care than has been discussed here. There are some excellent resources available to directors who want to start summer programs. The first place to seek help is from schools who have programs in operation. Visit them, ask questions, observe and take lots of notes. Next, research local and state requirements for SACC programs. Then, research the available written information on summer SACC programs. PLAN, PLAN, PLAN . . . then "go for it." The need and the demand for this service to children and families is there. **PLEASE MAKE IT QUALITY!**

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- Volume IV/ Issue 8, April 1988; "Parent Help Made Easy," and "In Support of Low Teacher-Child Ratio"
- Volume IV/ Issue 7, March 1988; "Teacher Evaluation: Helping Teachers Explore Possibilities"
- Volume IV/ Issue 5, January 1988; "Classroom Crisis Management: The Situations They Forgot To Train You For"
- Volume IV/ Issue 3, November 1987; "Crisis Management" and "Web of Cooperation"
- Volume III/Issue 9, May 1987; "Field Trips - Springboard to Creativity," "Loving Hands Link Generations," and "Successful Parent Involvement"
- Volume III/Issue 8, April 1987; "Center's Training Geared to Teacher's Experience"
- Volume I / Issue 1, September 1984; "RX for Administering Medication" and "Training and Evaluating Student Aides"
- Volume I / Issue 9, May 1986; "Keeping Staff Dynamic" and "Plans That Prevent Panic"
- Volume II/ Issue 7, March 1986; "Problem Solving for Supervisors"
- Volume I / Issue 2, July 1985; "Record Keeping: The Volunteer Folder"
- Volume I / Issue 10, June 1985; "Special Ways to Say 'Thank You'"

SACC Newsletter, A Publication of the School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, Massachusetts 02181:

- Volume 1/ Number 2, "Staff Development"
- Volume 2/ Number 1, "The Start Up Process"
- Volume 2/ Number 3, April 1985; "SACC In the Public Schools"
- Volume 2/ Number 2, Fall 1984; "SACC/ Special Needs: The Legal Framework"
- Volume 3/ Number 1, September, 1985; "Young and Old to Benefit From 'AgeLink'"
- Volume 4/ Number 2, March - 1987; "Serving Older School-Age Children: The Next Frontier"
- Volume 5/ Number 1, November/December 1987; "Quality"

Sample Forms and Suggested Materials for Day Care Centers, Developed by the Office of Day Care, Alabama Department of Human Resources, 1989.

School-Age Child Care: An Action Manual, Baden, Genser, Levine, and Seligson, Wellesley College Center for Research on Women, Auburn House Publishing Company, Dover, Massachusetts; 1982.

School-Age Child Care: A Policy Report, Michelle Seligson, Andrea Genser, Ellen Gannett, Wendy Gray, A Publication of the School-Age Child Care Project, Wellesley College Center For Research On Women, Wellesley, Massachusetts; December, 1983.

School-Age Child Care: A Resource Guide for Kentucky, Kentucky School-age Child Care Project Department of Social Services and Department of Education, University of Kentucky.

School-Age Child Care Technical Assistance Paper, Paper No. 8, Massachusetts Office For Children; April, 1989.

School-Age NOTES, P.O. Box 120674, Nashville, Tennessee 37212
November/December, 1984, "Setting Up and Taking Down, How to Survive in Shared Space"
March/April, 1985, "Plan Now for Summer"
May/June, 1988, "Why We Stopped Summer Care"

School's Out!: Group Day Care for the School-Age Child, Elizabeth Prescott and Cynthia Milich, Pacific Oaks College, 714 West California Blvd., Pasadena, California 91105, 1974.

School's Out - Now What?: Creative Choices for Your Child, Joan M. Bergstrom, Ten Speed Press, Berkeley, California, 1984.

Somebody Cares: Model School-Age Programs for Latchkey Children in Texas, Nancy H. Beaver; The Corporate Child Development Fund for Texas, 4029 Capital of Texas Highway South, Suite 102, Austin, Texas 78704-7920, 1988.

SOS Kit for Directors: Supervising, Organizing and Supporting Staff, Childhood Directors Association; Toys and Things Press, St. Paul, Minnesota, 1987.

SCHOOL-AGE CHILD CARE RESOURCE LIBRARY

NOTE: Many of the materials and resources used in the preparation of this manual are available through the Community Education Resource Library. To obtain a listing of the Library's holdings and information regarding lending procedures, contact:

Community Education Section
Alabama State Department of Education
Gordon Persons Building, Room 3328
50 North Ripley Street
Montgomery, Alabama 36130-3901

Telephone: 1-800-448-9423.

APPENDIX A

DEFINITIONS

AGE APPROPRIATE - What is suitable or proper for children of a particular age (e.g., a trike is an appropriate piece of equipment for a four-year-old but not for a one-year-old).

BRAINSTORMING - A method of soliciting ideas from a group of people. Done well, it can trigger creativity, strengthen teamwork, build group energy and lead to problem solving. The ideas/ responses offered by the participants are recorded/charted by the leader/trainer exactly as they are offered, without explanation, discussion or judgement. Creative or divergent thinking is encouraged - all responses are accepted. After all responses have been charted, they may then be grouped, categorized, discussed, built upon, combined, and evaluated. Categorical rejection of an idea is avoided.

DEVELOPMENTALLY APPROPRIATE - There is a range of developmental skills which may occur at varying times for children of the same age. These are referred to as stages in the child's development. Developmentally appropriate refers to what is suitable or proper for children at a particular *stage* in their development.

INTEREST CENTERS/ DISCOVERY AREAS - These terms are often used interchangeably to mean a physically defined space where children can involve themselves in activities of their own choosing that "interest" them. Here they are free to explore the materials and equipment in the area in their own way and at their own pace.

LEARNING CENTERS - Designated spaces designed with a specific purpose in mind. Often there is a predetermined outcome and/or product that is to result from working in a particular area.

MINIMUM STANDARDS - Standards set by the state regulatory agency (DHR - Department of Human Resources) in an attempt to assure the public at large and the consumer in particular that minimum safety and health conditions exist for the children in licensed child care facilities. Not all SACC programs are licensed by DHR. Programs housed in and/or operated by public schools are regulated by the school system. Programs housed in and/or operated by churches are regulated by the church authorities. Many church-operated programs choose to acquire a license from the state regulatory agency.

The minimum requirements not only serve as a screening tool to help prevent unhealthy, poor quality child care, but provide a good picture of what should be considered when an individual is interested in starting a new center. Minimum standards are just that -- minimum -- the least one has to do. Quality programs require much more!

ROLE PLAY - "Role playing" is a technique of "acting out" the way individuals may behave/function in various situations. It can provide an objective, non-threatening way of looking at our own behavior, decisions and values; allow us to step into another individual's place and examine possible solutions to problem situations; and try on new roles. Participation should be on a volunteer basis. After the role play, "players" are usually asked for their opinions, feelings and comments before the observers are given an opportunity to discuss what they have observed.

SACC - School-age child care.

SCHOOL-AGE CHILD - A child who attends kindergarten or above. School-age children who attend SACC programs are usually between the ages of 5 and 13 years.

SACC PROGRAM/EXTENDED DAY CARE - Any program or facility operated on a regular basis which provides supervised group care for school-age children. Such a program may operate before and/or after regular school hours and may also operate during school vacations, holidays and during the summer. The SACC program provides a planned daily program of activities.

APPENDIX B

SAMPLE FORMS JOB DESCRIPTION FORMAT

JOB TITLE

DEPARTMENT OF

ANSWERS DIRECTLY TO

QUALIFICATIONS REQUIRED

EDUCATION

EXPERIENCE

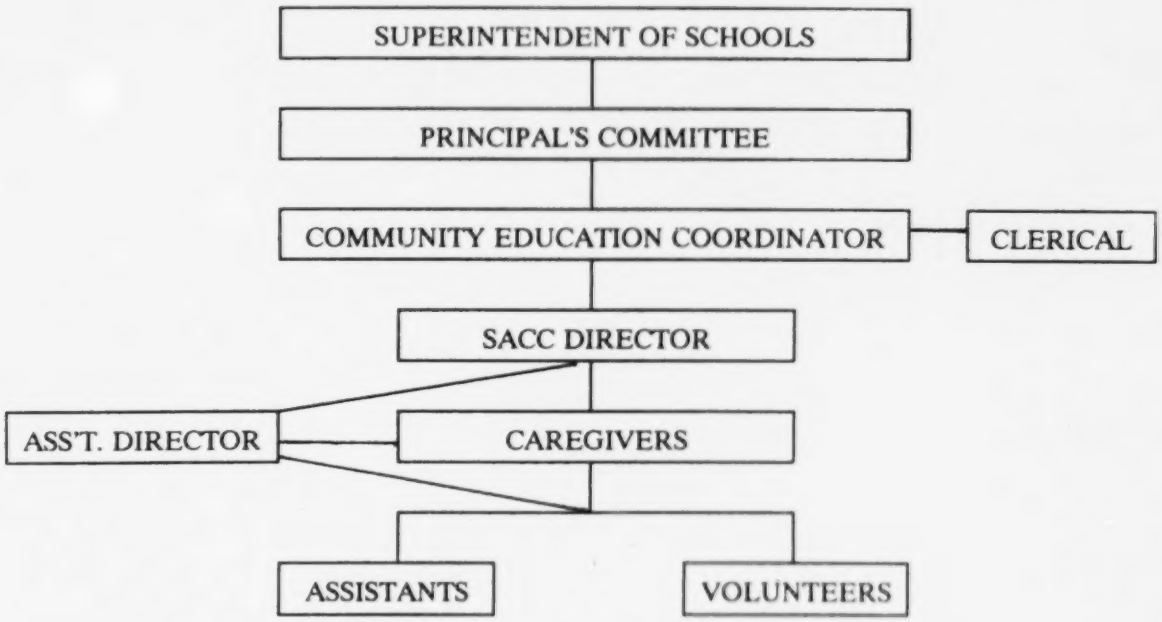
RESPONSIBILITIES

WORK WEEK

SALARY RANGE

BENEFITS

SAMPLE ORGANIZATIONAL CHART



SAMPLE SACC ACTIVITY SHEET

ACTIVITY: Fabric Collage AGE OF CHILDREN _____

The activity should be named for future reference; It should tell what the activity is about

OBJECTIVES: Children will display their creativity through the medium of collage. Children will practice various collage techniques.

An objective represents what you want to accomplish. An activity should have at least one observable objective. Many activities will have more than one objective. The selection of an objective should be based on the characteristics and interests of the children.

SKILLS TO BE TAUGHT: overlay, proper application of adhesive and collage materials

These are the specifics of the objectives

INTEREST AREA: Art / Construction

This is the area of the classroom or the resource room where the activity will be presented

MATERIALS NEEDED: Scraps of material / different colors, textures, sizes, glue, scissors, popsickle sticks, straight pins, needles and thread, paper clips

These are the resources you will need to implement the activity

PROCEDURE: _____

This is the "HOW" of what you are going to present; the action steps you will take to 1) set up the area/activity, 2) present the activity, which may include demonstrating techniques, showing examples, etc., 3) what to do with completed project.

QUESTIONS TO ASK/FOCUS: _____

EVALUATION/
COMMENTS: _____
_____
_____
_____

Here staff can write things to help them remember for the next time the activity is presented; how the children reacted; if the activity should be used again, changed, etc.

WAYS TO EXTEND
THE ACTIVITY: _____
_____
_____
_____
_____

Ways to change the activity to take it to a higher level of difficulty and continue to build on the basic subject matter. Each of these extensions can be developed into a new activity.

WRITER OF ACTIVITY:_____ DATE:_____

Who developed the activity.

Date the activity was developed and revised

SAMPLE SACC LESSON PLAN #1

SCHEDULED ACTIVITY	INTEREST AREA/ ACTIVITY	CHILD(REN) INVOLVED	PERSON RESPONSIBLE
2:30 - 3:00 Free choice Outdoor Play	Table Games (Trivia, Strategy, Cards, Pictionary, Chess)	Jake	Ms. Day Blake
3:00 - 3:15 Group Mtng.	Present "Fabric Collage"/Art Rm. New computer game/Bus. Rm. Resource Person/Library Make Activity Choices	Jessie Sam Hank, Sally Jenny, Jim	Dawn Biff Ms. Day Ms. Day
3:15 - 3:45 Snack	Fruit Juice, Cheese & Crackers Buffet style	Hanna, Bo/set-up	
3:45 - 5:15 Group/ Individual Activities/ Projects	Computer Game/Bus. Rm. Basketball/Gym Play Practice/Auditorium Fabric Collage/Art Rm. Collector's Club/Library Ball Cards Regular Classroom areas open HOMEWORK / HELP	Sam Cary, Hal, Jesse Hank, Sally Pat, Jon, Frank	Biff Blake Mr. Luke Dawn Ms. Day Jim Lewis "Mrs. A" & Mr. Smart
5:15 - 6:00	"Listen to a Tale" Time Chapter 8, _____		Ms. Day
6:00 - 6:15	Clean-up/Check areas		Ms. Day & Biff

SAMPLE LESSON PLAN #2

DAY	ART/ CRAFTS	RESOURCE ROOM	GYM	TABLE GAMES	SNACK
MONDAY	Weaving w/ natural fibers	Computer Library	Basketball	Chess, Strategy	Peanut butter/jelly
TUESDAY	Weaving continued	Ceramics Library	Volleyball	Monopoly Trivia	Cheese/ Crackers
WEDNESDAY	Weaving continued	Art/Sculpting Library	Ping Pong	Cards Backgammon	Veggies/Dip
THURSDAY	Printing	Art/Sculpting Ceramics	Trampoline	Pictionary Chess Cards	Watermelon
FRIDAY	Printing	Computer Audio/Visual	Basketball	Cards Your choice	Popcorn

EXAMPLE OF DAILY SACC SCHEDULE

2:00 - 2:30 Staff set up the area for the SACC program. If children do not arrive until 3PM or later, set up time can be scheduled thirty minutes before they arrive.

2:30 - 3:00 Arrival of children, attendance check, time to talk to teachers one-on-one or in small groups about the school day. Free choice of activities set out, which are varied daily, and access to the activity areas such as art, creative dramatics, and table games. Outdoor free play.

3:00 - 3:15 Group meeting, time to make activity choices for the afternoon, share ideas and experiences.

3:15 - 3:45 Snack. Depending on the philosophy of the teacher (and maybe the space arrangements as well) this can be a family style, sit down affair at small tables or a more informal arrangement where children simply move to a central area to pick up some juice and crackers as they finish with other activities. Rest room visits.

3:45 - 5:15 Group activities. In accordance with the schedule, the activities will vary each day. Children will be given the opportunity to make choices about what they want to do with their afternoon time. Activities which are appropriate to the children's ages and abilities, build on their interests and encourage exploration of new materials and topics will be offered. Both long and short term projects will be included; participating in a theatre production will require a bigger commitment than, say, making pancakes, which will be made and consumed by the end of the day. Tutorial help, outdoor activities, use of the computer room, library, or gym could also be scheduled at this time.

5:15- 6:00 Clean-up. Quiet activities such as playing table games, working puzzles, reading books, listening to records, and completing homework.

6:00 - 6:15 STAFF RETURN THE SHARED SACC AREAS TO THEIR ORIGINAL ARRANGEMENT.

[Adapted from "A Typical Schedule", page 5, Kentucky School-Age Child Care Project Technical Assistance Paper Number 2.]

SAMPLE DAILY SACC SCHEDULE #2

2:45-3:15 Snack / Choose activity area

3:15-4:00 Outdoor activities

4:00- 5:40 Activity areas/resource rooms
homework/tutorial help
clubs

5:40-6:00 Clean-up
quiet activities (table games, read aloud stories,
visit with friends)

6:00-6:15 Departure

In some large programs, the children go directly to pre-assigned rooms. The rooms may be resource rooms where the children spend the majority of the afternoon working in one area such as art, woodworking, computers, languages, science, etc. Or the rooms may serve as "home bases" from which the children branch out into other areas/rooms of the school/center. In many larger programs, the children are grouped according to age. Other programs group children according to their interests and/or developmental stages and abilities.

APPENDIX C

SUGGESTED RESOURCES

Child Care Information Exchange, 17916 NE 103rd Court, Redmond, Washington 98052.

Creative Conflict Resolution, William J. Kreidler,Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025, 1984.

Creating Environments for School-Age Child Care, Child Environment Series, Military Child Care Project, U.S. Government Printing Office, Washington, D.C. 20402; August, 1980.

Kentucky School-Age Child Care Project Technical Assistance Papers, School-Age Child Care Unit, Kentucky Department of Education, 1730 Capital Plaza Tower, Frankfort, Kentucky 40601.

Preschool Perspectives, Parenting Press, Inc., 7744 31st Ave. NE, Seattle, Washington 98115.

SACC Newsletter, A Publication of the School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, Massachusetts 02181.

School-Age Child Care: An Action Manual, Baden, Genser, Levine, and Seligson, Wellesley College Center for Research on Women, Auburn House Publishing Company, Dover, Massachusetts; 1982.

School Age NOTES, P.O. Box 120674, Nashville, Tennessee 37212.

School's Out - Now What?: Creative Choices for Your Child, Joan M. Bergstrom, Ten Speed Press, Berkeley, California, 1984.

SCHOOL-AGE CHILD CARE RESOURCE LIBRARY

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Montgomery, Alabama 36130-3901

Telephone: 1-800-448-9423.

APPENDIX D

ORGANIZATIONS AND AGENCIES PROVIDING TECHNICAL ASSISTANCE AND TRAINING

ALABAMA STATE DEPARTMENT OF EDUCATION
COMMUNITY EDUCATION SECTION
Gordon Persons Building, Room 3328
50 North Ripley Street
Montgomery, Alabama 36130-3901

ALABAMA ASSOCIATION ON YOUNG CHILDREN (AAYC)
Box 870388
Tuscaloosa, Alabama 35487-0388
(An affiliate of NAEYC and SACUS)

CHILDCARE RESOURCES
309 North 23rd Street
Birmingham, AL 35203
Contact person: Training Coordinator
Telephone: 252-1991
Quarterly Newsletter: The Resource

COUNTY AFFILIATES OF NAEYC
Contact AAYC for the local affiliate contact person and address.

STATE DEPARTMENT OF HUMAN RESOURCES
Day Care Licensing Office
Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36130 -3901

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1834 Connecticut, Avenue, NW
Washington, D.C.
Bimonthly Journal: Young Children

SOUTHERN ASSOCIATION ON CHILDREN UNDER SIX (SACUS)
Box 5403 Brady Station
Little Rock, Arkansas 72215
Quarterly Journal: Dimensions

APPENDIX E

SPECIAL INTEREST ORGANIZATIONS

Alabama Conservancy
2717 7th Avenue South, Suite 201
Birmingham, Alabama 35233
205-322-3126

Alabama Department of Conservation
and Natural Resources
Administration Building
64 North Union Street
Montgomery, Alabama 36130
205-261-3151

Alabama Forestry Commission
513 Madison Avenue
Montgomery, Alabama 35233

Alabama Wildflower Society
Route 2, Box 115
Northport, Alabama 35476
205-633-7930

Alabama Wildlife Federation
P.O. Box 2102
Montgomery, Alabama 36102-9990
205-832-WILD

Alabama Wildlife Rescue Service
2107 Marlboro Avenue
Birmingham, Alabama 35226
205-663-7930
Hotline: 320-6189

International Kite Flyers Association
6636 Kirley Avenue
McLean, Virginia 22101

National Association of Rocketry
182 Madison Drive
Elizabeth, Pennsylvania 15037

National Campers & Hikers Association
7172 Transit Road
Buffalo, New York 14221

American Badminton Association
P.O. Box 237
Swartz Creek, Michigan 48473

American Jr. Bowling Congress
5301 South 76th Street
Greendale, Wisconsin 53129

American Red Cross
Contact local chapter

Boy Scouts of America
Contact local organization

Boys' Club
Girls Inc. of Central Alabama
Contact local organization

Camp Fire Inc. (National)
4601 Madison
Kansas City, Missouri 64112

Girl Scouts of America
National Office
830 3rd Avenue
New York, New York 10022

4-H Program
Contact local Cooperative
Extension Service or
Alabama Cooperative Extention
Service
Duncan Hall
Auburn University 36849

National Audubon Society
950 Third Avenue
New York, New York 10022
Birmingham Chapter
P.O. Box 314
Birmingham, Alabama 35201

National Fed. of Music Clubs
1336 North Delaware Street
Indianapolis, Indiana 46202

Puppeteers of America
Box 1061
Ojai, California 93023

Ranger Ricks Nature Club
1412 16th Street NW
Washington, D.C. 20036

Sierra Club
530 Bush Street
San Francisco, California 94108

U.S. Chess Federation
186 Route 9W
New Windson, New York 12550

Center for Environmental
Research and Service
Cowart Hall
Troy State University
Troy, Alabama 36082
205-566-4424

Also contact the following:

- Art Guilds
- Drug Prevention Programs
- Parks and Recreation Departments
- Teen Pregnancy Prevention Programs
- Theatre/Drama Groups

APPENDIX F

DEVELOPING STAFF TRAINING

HOW ADULTS LEARN

Before you can begin to develop a staff training program, you need to thoroughly understand how adults learn. There are a number of factors that affect adult learning. Anyone interested in developing an effective training program should carefully consider these factors:

* **Participants** - They learn better when they want or need to learn something; when their needs and learning styles are catered to; when their knowledge and experience is valued and used; when they have some say about the training content and presentation; and when they have some sense of how they are performing.

* **Environment** - Adults learn best in a pleasant, non-threatening environment. They need to be physically and psychologically comfortable. It is important for the trainer to set a relaxed, informal atmosphere. This is accomplished by the way the environment is arranged and by the way the trainer presents herself in the opening minutes of the training.

The environment should be arranged so as to encourage interaction among the participants and facilitate group activities. Arranging tables and/or chairs in circles, semi-circles, and in small groups allows training participants to work in pairs, small groups or individually and still participate in open discussions.

The trainer can set the participants at ease by:

- getting to know the participants as individuals with specific needs and interests; finding out what they want to get from the training;
- helping participants feel like a part of the group; involving them in activities that promote cooperation and encourage conversation among the participants;
- letting the participants know what to expect from her and the training; what topics will be covered, what will be required of them (group discussions, outside assignments, evaluations), and what they should be able to do as a result of the training;
- finding out what the participants know and building on that knowledge... linking the information she wants to give them to something they already know;
- helping each participant to succeed;
- ensuring that participants receive positive feedback.

* **Content** - The information/content should be:

- organized in a logical manner,
- simply and clearly presented. Too much information, no matter how interesting, can confuse and frustrate the learner,
- associated with something familiar or something already learned,
- relevant to what the learner perceives he needs,
- relevant to the learner's job, and
- realistic and practical.

* **Method of Presentation** - The learning process should be enjoyable. The trainer's attitude and method of presentation will, to a large degree, determine whether the training will be enjoyable.

Participants can sense a lack of interest and/or preparation on the trainer's part. The trainer should be well prepared and project a relaxed, professional image. Her interest and enthusiasm for the subject matter or lack of the same will greatly affect the outcome of the training.

When developing training, the trainer should remember that adults learn better:

- When information is repeated a number of times and in several different ways.
- When they are involved mentally and physically in learning activities. Adults, like children, learn by doing...by being actively involved in the learning process.
- When they are given adequate time to assimilate new information and practice the skills taught.
- When they are given opportunities to apply what they learn.
- When they have consistent guidance and feedback.

Each training participant has his own learning style. Within the group, there will be "watchers," "listeners, "thinkers" and "doers".

"Watchers" are those who learn by observing; they have to see things.

"Listeners" are those who retain what they hear; they depend on the trainer's oral presentation to provide them with the necessary information.

"Thinkers" are those who key in on theory and printed information; they get involved in discussions, debates, readings, problem solving and rational evaluation. They rely on analytical abilities to make sense of abstractions and generalizations.

The **"doers"** make use of trial and error when learning. They are "tinkerers" and experimenters; they get involved at the physical level to make learning meaningful.

How to Develop and Present Staff Training Courses, Peter R. Sheal

In order to accommodate the different learning styles, the trainer should provide a variety of activities to introduce, reinforce and apply information presented:

Listening	Written/Oral Reports	Projects
Problem Solving	Group Discussions	Role Play
Brainstorming	Examples	Practicing
Observations	Hands-On Activities	Evaluating
Reading	Audio-visuals	Games
Demonstrating	Questions & Answers	Case Studies

* **Trainer** - The trainer is the key to a successful training session & overall training program. His main function is to help the participants learn and develop skills. To accomplish this goal, a successful trainer has to:

1) understand how adults learn.
2) project a friendly, professional appearance.
3) have a sense of commitment to the training and to the participants.
4) be well prepared and organized.
5) be knowledgeable of the subject matter.
6) have a positive, healthy self image.
7) possess good training skills.
8) have a sense of humor.
9) treat participants as valued individuals.

DEVELOPING TRAINING MODULES

A systematic approach to development of training modules and materials provides a framework in which the developer can create a motivating learning environment and stimulating training activities. By utilizing the same approach each time a training module is developed, the format is consistent and the development is done thoroughly with no important steps left out.

STEPS IN DEVELOPING TRAINING MODULES

Assess needs - A needs assessment accomplishes the following:

* It provides firsthand information regarding what the employees see as their training needs- what problems they want solved.
* Staff are more likely to feel more involved and motivated to contribute to the success of the training if they are consulted and their opinions are requested and considered.
* It may identify staff who will be willing to help with the development and implementation of the training and serve as support staff after the completion of the training.
* The importance of the training as perceived by the employee.
* Possible topics for the training - knowledge and skills staff need and want to possess as a result of the training.
* When the training needs to be implemented (urgency).
* Suitable times to conduct the training.
* Learning styles.

Time, money and energy are all wasted if the training is not developed based on staff needs. Training needs change, therefore, ongoing needs assessments need to be carried out so that future needs can be forecasted and training can be developed to reflect the current training needs.

Decide on content - The content of the training should include relevant information to accomplish the objectives, a variety of activities to help participants assimilate the information, practice and apply the knowledge and/or skill and some type of feedback /evaluation to check whether the training indeed accomplished its objectives.

Based on the needs survey, make a list of possible topics. Prioritize these according to what the staff "need" as opposed to "would be nice to know." Organize the most "needed" topics into a logical sequence of which topics should be presented first; are there those topics which need to be addressed before others ... "do participants need to know or be able to do this before they can do this?" [How to Develop and Present Staff Training Courses; pg 74]

After deciding on a topic, determine the objectives for the training: what information is to be presented; what skills are to be learned; what attitudes or behaviors need to be changed or reinforced.

The next step is to match the various learning styles of the potential participants to the types of training activities that will best meet their needs (i.e., "doesn't read well, learns best by listening and seeing" - video, slides, flipcharts, overheads).

The final consideration is the type of evaluation/feedback that will be given and/or collected.

The final consideration is the type of evaluation/feedback that will be given and/or collected.

Gather Resources - Before starting development, find out what is available on the chosen topic - other fully developed materials as well as information in general resources. Review the materials to determine if any of the materials can be used or adapted for your purposes. Researching the topic in this manner can provide valuable background information and possible outside readings you can use as part of the training assignments/activities. As you research the topic make a bibliography to give to the participants for further study.

Locate, preview and select possible audio-visual resources. There are a great many audio-visual materials available for training purposes. Local libraries and organizations that provide various types of training are two sources to check.

Develop the Outline - Start by stating the purpose of the training in observable behavioral objectives (what is to be accomplished by the training). Next, list the major pieces of information that are necessary to accomplish the objectives and in what order they should be presented. The trainer needs to decide what information is to be included in the introduction, the presentation, the activities and the conclusion. For each point, indicate how the information can best be presented, that is, by lecture, brainstorming, overhead, discussion, quiz, etc.

Once the outline has been fully developed, a list of needed materials, the approximate time needed for the training, special room requirements and notes to the trainer can be added to the outline.

Expand the Outline / Develop Content - The expanded outline has all the information needed to present the training. It includes background information obtained from the resources gathered, procedures for presenting the information and doing activities, when, where, and how to utilize audio-visuals, method and procedure for evaluating the training, and method of giving and receiving feedback from participants.

Develop Audio-Visuals and Handouts - Media materials and handouts should enhance the training and the participants' learning experience.

- As the training module is developed, the developer should make a list of needed materials.
- Next, find out what materials are already available and can be used or adapted.
- Decide what audio-visual aides you need to produce.
- Estimate the cost of materials.

HANDOUTS - Handouts are the most versatile materials. They are used to:

- provide additional information
- reinforce the information presented in the training
- focus the discussions
- give directions for completing a project/task
- give guidelines for group activities and role-plays
- structure observations
- provide paper on which to take notes
- assess the training

Handouts can be given out individually or in a participant handbook.

VISUAL AIDS - Visual aids attract and hold the attention of participants, reinforce the trainer's message, help guide the presentation, and promote increased participant involvement. However, they are not a guarantee to success. "They must be appropriate, well produced, and effectively used." Visual Aids should:

* Enhance a presentation, not detract from it;
* Supplement and support the information and activities;
* Reinforce and support communication by focusing on key words and concepts;
* Show things that are not normally accessible;
* Present information in a concise manner;
* Clarify relationships between points or stages in a process;
* Summarize, organize information;
* Help participants make associations and draw conclusions.

The term visual aids includes flipcharts, overhead, filmstrips, transparencies, slides, films, videos, and pictures.

How to Develop and Present Staff Training Courses; page 107

ORGANIZING TRAINING SESSIONS

Once the training module is developed, the next task is to set up the training session.

Develop an Agenda - Consider the following factors when developing the agenda:

1) **Sequencing of activities** - There needs to be an "icebreaking" activity at the beginning of the training session to make the participants feel comfortable and part of the group.

   An introductory activity can be used to focus the group's attention on the training topic. This can include clarification of the training objectives.

   Films, videos or slides may lull the participants to sleep. A lively small group activity may be a better choice to keep participants involved.

   The smart trainer will alternate presentation of information with active involvement of the participants. This method helps keep participants alert and interested.

2) **Reviews** - There may be a need for a brief review after returning from a break or lunch. When the training is carried over from one day to another, there may be a need for a review of the previous days activities. A review is also one way to conclude a training session and focus on the module's objectives.

3) **Coffee/snack breaks** - Breaks should come at the end of a presentation or the completion of a group activity.

4) **Lunch breaks** - When are participants used to eating? How much time should be allowed for lunch? Having lunch on the premises decreases the time required.

5) **Time allowed for activities** - There should be adequate time for the trainer to present the information, for the participant to assimilate the information and/or practice the skill or apply the information.

Time should be allotted for questions and answers at regular intervals.

Schedule the Sessions - Schedule the sessions when the majority of the targeted staff have indicated they can attend. Notify staff of the training well in advance of the training date. Follow up shortly before the planned training date to confirm who will be attending the training. Generate interest in the training by posting colorful notices that contain "teaser" statements and special incentives, that is; door prizes, special refreshments or guests. Try calling the sessions something else, that is, pot luck dinners, parents' night out, make-a-thon, etc. When possible, coordinate with local/state wide resource people/trainers.

Adapted from How to Develop and Present Staff Training Courses, by R. Sheal

APPENDIX G

TRAINING OUTLINE #1

TRAINING OUTLINES

WHAT IS QUALITY SCHOOL AGE CHILD CARE?

The purposes of this section are to:

- Document the elements participants believe are part of a quality SACC program
- Assess an existing SACC program in relation to SACC program standards set by experts in the SACC community

Time:

- 20 - 45 minutes

Materials:

- Staff Training Manual, pages 3 - 4
- Chart paper, markers, tape
- DISPLAY #1 - QUALITY SACC PROGRAM CHECKLIST
- Overhead projector

Procedure:

Ask the group to name those things they feel are necessary in order to have a quality SACC program. Record their answers on a piece of chart paper you have labeled "THINGS NECESSARY FOR A QUALITY SACC PROGRAM." Add those things from DISPLAY # 1 - QUALITY SACC PROGRAM CHECKLIST that were not mentioned.

Discuss the items on the list with the group. Include information from the RATIONALE.

Put the CHECKLIST on an overhead transparency or make copies and give it out as a handout. Ask the participants to think about their SACC programs and use the QUALITY SACC PROGRAM CHECKLIST to evaluate their SACC program. This can be done in pairs or in small groups. Let participants from the same program complete the CHECKLIST together. Bring the group together and discuss the items with which participants are having trouble.

Follow-up:

The participants can also be asked to complete the QUALITY SACC PROGRAM CHECKLIST as an outside assignment. If participants are not presently working in a SACC program, have them visit an existing program and complete the checklist.

Have the participants either turn the completed CHECKLIST in to you at a designated time or have them bring it to the next scheduled staff meeting or training session. Include the discussion of the CHECKLIST in the agenda.

TRAINING OUTLINE #2

DEVELOPING A PHILOSOPHY

The purposes of this section are to:

- Help the participants focus on their beliefs regarding children and staff roles in the SACC program

- Have participants write a personal philosophy regarding the SACC program and children

Time:

- 20 - 30 minutes to 35 - 60 minutes if follow-up activity is used

Materials:

- Staff Training Manual, pages 5 - 6
- DISPLAY #2 - OUTLINE FOR DEVELOPING A PHILOSOPHY
- Overhead projector

Procedure:

Present the information in the RATIONALE.

Put DISPLAY #2 - OUTLINE FOR DEVELOPING A PHILOSOPHY on a transparency, print the information on a piece of chart paper or make copies and give to each participant as a handout. Instruct the participants to use the OUTLINE FOR DEVELOPING A PHILOSOPHY as a guide and think about the beliefs they have regarding children and the SACC program. Allow 10 - 20 minutes for this activity. If time permits, ask for volunteers to share their philosophy. Do not force participants to share their responses.

The follow-up assignment can be slightly modified and included in the training. Have participants from the same program/classroom work together. Provide a list of program decisions you want them to consider. The list might include decisions about discipline, group size, arrangement of the classroom, types of activities offered, use of volunteers and community resources and type of outdoor activities. Have the participants think about these decisions in relation to their classrooms/programs and how their philosophies are or are not compatible with what is happening in their classrooms/programs. Allow 15 - 30 minutes for this activity.

Follow-up:

Instruct the participants to review their philosophies as they look at their SACC program/classroom in the coming week. Have them go back to their programs/classrooms, write down their program's philosophy, and compare the two. Reminding them that all decisions about the program should reflect the program's philosophy, ask them to write down the areas/decisions where their philosophies are compatible and areas where they are not compatible and bring them to the next scheduled staff meeting or training session. Include discussion of this assignment in the agenda. At that session, participants should be encouraged to take steps to make their philosophies more compatible with the program's philosophy.

TRAINING OUTLINE #3

CARING FOR CHILDREN AT RISK

The purposes of this section are to:

- Define "children at risk"
- Discuss the role SACC staff play in the lives of children at risk

Time:

- 20 - 30 minutes

Materials:

- Staff Training Manual, pages 7 - 8
- Chart paper, markers, tape

Procedure:

Present the information in the RATIONALE. Be sure to define what is meant by "children at risk."

Ask participants to name ways their programs intervene or could intervene in the lives of children to lessen those children's chances of remaining at risk. The trainer can offer one of the suggestions included in the RATIONALE as an example to get the group started. After all suggestions have been charted, discuss each one, clarifying the participants' intent and elaborating on intervention possibilities. Be sure the information from the RATIONALE is included. Emphasize the role of the SACC staff as a link or liaison between the public school staff and the children's families.

TRAINING OUTLINE #4

THE IMPORTANCE OF OUT-OF-SCHOOL TIME

The purposes of this section are to:

- Think about the importance of out-of-school time for school-age children
- Define "play"
- List the ways in which play is beneficial to children

Time:

- 45 minutes - 1 hour

Materials:

- Staff Training Manual, pages 9 - 13
- Chart paper, markers, tape
- DISPLAY # 3 - THE IMPORTANCE OF PLAY
- Overhead projector

Procedure:

Ask participants, "If you had the time, space, materials and equipment, what would you like to be doing?" Have them jot down four or five things they like to do. Ask them to share their lists with the group. Chart their responses.

Next, ask them how many of the things listed could be considered leisure activities or ... play? Put a check mark by those they consider play.

At this point, ask for the participants' definition of play; offer Webster's definition of play and come to some consensus on a definition.

Discuss with the participants how each of the marked activities benefits them. Each activity and the ways it benefits the participants can be transferred to another chart or at this point, the participants can divide into small groups. Give each group a piece of chart paper with the headings: ACTIVITY / BENEFITS OF ACTIVITY. Assign each group several of the charted activities. Have them list the benefits they think the activities would have, discuss their decisions among their group and report back to the total group. Allow 10 - 15 minutes.

Now, ask the participants to think about the children in their programs. If they ask the children the question, "What do you like to do when you are not in school or the SACC program?" what would they answer? Chart the participants responses. How many of the activities charted could be considered play?

Present the DISPLAY # 3 - THE IMPORTANCE OF PLAY (transparency or handout). As you read each item, use activities from the participants' charted responses as examples. Emphasize that play is much more than aimless, non-productive, chaotic activity. Planning is necessary and children <u>are</u> learning when they play! Include the information from the RATIONALE.

TRAINING OUTLINE #5

THE CHILDREN WE CARE FOR

The purposes of this section are to:

- Identify developmental characteristics of school-age children
- Identify ways to meet the needs of school-age children
- Identify the various ways school-age children learn

Time:

- 45 minutes - 1 hour

Materials:

- Staff Training Manual, pages 14 - 24
- Chart paper, markers, tape
- DISPLAY # 4 - HOW CHILDREN LEARN
- DISPLAY # 5 - CHILDREN LEARN . . .
- Overhead projector

Procedure:

Present the information in the RATIONALE.

Divide the participants into three groups: "5 - 7 Year Olds," "8 - 10 Year Olds" and "11 - 13 Year Olds." [You can have more groups if you have a large number of participants. You can have six groups - two of each of suggested age groups or you can have a group for each age, i.e. "5s," "6s," "7s," etc.]

Give each group one or two pieces of chart paper with a heading as shown below:

FIVE - SEVEN YEAR OLDS (age group)

DEVELOPMENTAL CHARACTERISTICS

Instruct the small groups to fold each sheet of chart paper in half. Leave the right column blank. Under "DEVELOPMENTAL CHARACTERISTICS," have the group list the things they know about children in the assigned age group. What are they like? Allow 10-15 minutes for this part of the activity. Save this exercise. It will be used later.

Have each group appoint a person to report for their group. Have each group's reporter post their group's list, read the list and add responses from other group members. The trainer should be familiar with age group characteristics included in the RATIONALE and be able to suggest them to the appropriate group reporter. Allow 5 - 10 minutes for each group reporter/discussion.

Next ask participants to "brainstorm" ways children learn. Chart their responses. Place a transparency of DISPLAY #5 - CHILDREN LEARN on the overhead projector or give it to

participants as a handout. Point out the ways children learn that were not mentioned in the brainstorming activity.

Next, on an overhead transparency or as a handout, present the HOW CHILDREN LEARN exercise [DISPLAY #4]. Read the instructions for the exercise to the participants. Allow about 5 minutes for them to complete the exercise. Discuss the participants' responses to each of the statements. Relate responses back to the information on DISPLAY #5 - CHILDREN LEARN . . . and "FACTS ABOUT LEARNING" in the RATIONALE.

What do developmental characteristics tell you about how children learn? In a previous exercise, the participants broke into small groups and listed the characteristics of children in three age groups. Have the participants get back into small groups (the same as before or in different groups). Distribute the age-group characteristics charts. Instruct the group reporters to label the right half of each of their DEVELOPMENTAL CHARACTERISTICS charts, "WAYS CHILDREN LEARN." In their small groups, have the group reporters write beside each characteristic listed, what that characteristic tells them about how this age child learns. You can offer the following example of how their chart should look when completed.

EXAMPLE:

DEVELOPMENTAL CHARACTERISTICS /	WAYS CHILDREN LEARN
5-7 year olds "are grounded in reality."	They learn best by handling things and by taking part in real life experiences.
To the 8-10 year old, "the peer group is very important."	They learn by imitating.
11-13 year olds "like physical challange"	They learn by sometimes risking failure.

Emphasize that if we can look at the children we care for and recognize where they are in their development and if we listen to them not only with our ears but with our eyes and minds and hearts, they will let us know what they need. We, the "educators" have to be willing to learn from the children so that we can help them grow and develop to their full potential.

TRAINING OUTLINE #6

WORKING WITH CHILDREN IN A GROUP SETTING

NOTE: This activity can be used to introduce any and/or all of the five "PROGRAM INGREDIENTS" discussed in the RATIONALE.

The purpose of this section is to:

- Identify the essential ingredients of a quality SACC program

Time:

- 15 - 35 minutes

Materials:

- Staff Training Manual, pages 25 - 26
- Charts containing participants' responses to "What makes a quality SACC program?"
- Chart listing the five program ingredients discussed in the SACC Staff Training manual

Procedure:

Ask participants to select five elements from the "What Makes a Quality SACC Program" list they feel are essential ingredients for SACC programs in order to meet the needs of children and those working with children in a group setting. Underline or circle the items they decide on; come to some sort of group consensus. If the items are not the same as those listed in the RATIONALE, reword or organize in such a way to incorporate the ingredients listed in the RATIONALE.

Set the stage for the forthcoming sections by asking the participants to remember when they were children. Say to them:

1) "Think of a special moment and the place and time it happened. What were you feeling? What were the colors and feel of things around you? What were you seeing? Can you remember any smells or tastes?"

2) "Did you have a 'special place' where you and a friend could go and share thoughts and secrets?"

3) "Can you remember the smells and tastes of something good cooking?"

4) "Remember that one-of-a-kind adult who would take the time to really talk with you."

If you have time, allow participants the opportunity to share their responses to each of the questions with the group.

Emphasize that all the wonderful, positive experiences they had in childhood are the things they should want to pass on to the children in their SACC program. Encourage them to create an environment that will be rich with memory-making moments for the children in their care.

TRAINING OUTLINE # 7

ENVIRONMENTAL CONSIDERATIONS / APPROPRIATE EQUIPMENT

Purposes of this section are to:

- List the things necessary to have a quality SACC environment
- Use quality indicators to evaluate a SACC program's environment
- Evaluate the present SACC equipment
- Identify appropriate equipment for SACC programs

Time:

- 15 - 35 minutes

Materials:

- Staff Training Manual, pages 26 - 36
- Chart paper, markers, tape
- DISPLAY #6 - ENVIRONMENT CHECKLIST
- DISPLAY #7 - EQUIPMENT CHECKLIST
- Overhead Projector

Procedure:

Have participants list the things they feel are necessary in order to have a quality environment for SACC children. Chart their responses. Compare this list with the environmental considerations discussed in this section. (You may want put the key phrases from "TIPS" on a chart/overhead transparency or copy "TIPS" and give as a handout.) Add items not listed.

Present the ENVIRONMENT CHECKLIST on a transparency on the overhead projector or give as a handout. Instruct the participants to use the ENVIRONMENT CHECKLIST to evaluate their SACC environment. The items on this list are NOT musts. Most programs will not have all of the items mentioned. The list is offered as a guide to building a quality program. Allow 5 - 15 minutes for this activity.

Ask the participants, "If you had an unlimited budget for equipment and materials, what would you purchase for the SACC program?" List the items you would purchase on one side of a piece of notebook paper.

Have the participants answer the same question as they think the SACC children would answer. Instruct them to record their responses on the other side of the paper. Compare the children's list with your list. Are there any similarities?

Often what adults would like for the children is not what the children want or need. The children's list usually includes more down-to-earth, creative, multi-use items. Their list may also include many of the things they already have access to. They just want more of the same things.

Follow-up:

Instruct the participants to use the "EQUIPMENT CHECKLIST" to evaluate their SACC equipment. Have them schedule time to discuss this evaluation with their SACC supervisor.

Have the participants ask the children in their SACC group the question "If you had an unlimited budget for equipment and materials, what would you purchase for the SACC program?" Have the staff record their responses on a piece of paper; compare the children's list with their list of how they thought the children would respond. Are there any similarities? Another question the participants may want to ask the children is "What things do you like to play with at home or when you visit friends?" Have the participants bring their lists to the next regularly scheduled staff meeting or training session. Include discussion of equipment on the agenda.

TRAINING OUTLINE #8

CHOOSING APPROPRIATE ACTIVITIES/PROVIDING MEALS AND/OR SNACKS/HEALTH AND SAFETY PROCEDURES

The purposes of this section are to:

- Identify and develop appropriate activities based on what is known about the school-age child
- Identify a number of nutritional snacks that will involve the school-age children in the preparation
- Set up a cooking area in the SACC classroom
- Evaluate the SACC program's health and safety policies and procedures

Time:

- 1 hour - 1 1/2 hours

Materials:

- Staff Training Manual, pages 36 - 41
- Chart Paper, markers, masking tape
- DISPLAY #8 - DEVELOPMENTAL CHARACTERISTICS/ APPROPRIATE ACTIVITIES
- DISPLAY #9 - HEALTH AND SAFETY CHECKLIST
- Overhead Projector

Procedure:

During this session you will stress that the goal of all quality SACC programs is not only to provide a safe, secure place for children to spend their after-school hours but to provide a program that enhances and enriches the lives of those children while protecting their health and ensuring their safety.

CHOOSING APPROPRIATE ACTIVITIES - Prior to the training session, have the participants ask school-age children to answer the following questions: "If you were at home, what would you be doing?" and "When you get out of school in the afternoon, what do you want to do . . . what do you like to do?". This is an excellent way to find out what opportunities and activities you should be providing. The responses of the children should be brought to the training session.

Ask the participants to share the children's responses. Did you get some of these responses?

ride my bike	do chores
play with my friends	swim
play games on my computer	skate
go to dancing lessons	do nothing
make something to eat	build things
go to a movie	do my home work
play with my dog/cat	run and play
listen to records	draw pictures
play ball	practice piano
visit a friend	go fishing

Of course some of the activities the children suggest are not going to be possible or practical for a SACC program to offer. However, many of their suggestions are possible in some fashion.

Place a transparency of DISPLAY #8 -DEVELOPMENTAL CHARACTERISTICS/ APPROPRIATE ACTIVITIES on the overhead projector or give out as a handout. Based on the developmental characteristics of school-age children and the activities and interests children expressed in previous exercises (exercises in Training Outlines #4, #7 and # 8), what activities could be planned that would reinforce or expand on the child's development? Ask the participants to work in pairs on this activity. Allow 5-15 minutes for this activity. Have participants share ideas with the total group.

A list of resource books containing activities appropriate for school-age children can be found in Appendix E.

Although every SACC program should enrich the lives of children, enrichment programs in the truest sense are programs that emphasize developing the children's interest and expertise in particular areas. In these programs, children concentrate on developing one or two main interests instead of sampling a number of alternative activities. Regardless of the type of program, children need planned activities based on their developmental characteristics/needs. When planning interest areas and activities, take advantage of children's natural interests. Children respond best to activities that are of interest to them and are developmentally appropriate.

PROVIDING SNACKS/MEALS - One developmentally appropriate activity in SACC programs is snack preparation. Discuss the information pertaining to PROVIDING MEALS AND/OR SNACKS on page 39.

Have the participants take a few minutes and make a list of typical snacks provided in their SACC programs. Have the participants share their snack lists with the group. Ask one of the participants to chart the responses as they are shared. Have the participants identify the snacks that can be prepared by the children. Solicit suggestions for ways in which the snacks that cannot be prepared by the children can be changed in some way so the children can prepare them.

Discuss ways resource people can be used in the various food-related activities.

Chart or put on transparencies, the key phrases under "SETTING UP A COOKING AREA IN THE SACC CLASSROOM." Include a list of "Recommendations," "Appropriate Equipment

to Use," and "Tips for Successful Cooking Activities." This information can also be generated by brainstorming. Discuss the different lists.

APPENDIX E contains a list of resource books which focus on cooking activities for school-age children. Display, at this time, books containing cooking activities for school-age children.

Pre-Training or Follow-Up:

Have the participants ask the children what they would like to fix for snack; what their favorite home snacks are; what snacks they would like to learn how to prepare. These lists should help staff expand their snack menus. They also will provide staff with ideas regarding cooking activities in the classroom. Remind the staff to let the children do as much of the preparation as possible.

HEALTH AND SAFETY - It is important to include health and safety practices not only in snack preparation, but in every aspect of the SACC program. Put a transparency of DISPLAY #9 - HEALTH AND SAFETY CHECKLIST, on the overhead projector or make copies and give to the participants. Instruct the participants to think about their SACC classrooms and use the HEALTH AND SAFETY CHECKLIST to evaluate their program's and their classroom's health and safety policies and practices. Have them add to the CHECKLIST additional health and safety practices they believe to be important.

TRAINING OUTLINE #9

PLANNING, SCHEDULING AND EVALUATING

The purposes of this section are to:

- Develop an appropriate schedule for an after-school program
- Develop lesson plans for the SACC program

Time:

- 1 hour - 1 1/2 hour

Materials:

- Staff Training Manual, page 42-55
- Chart paper, markers, masking tape
- DISPLAY #10 - SAMPLE DAILY SACC SCHEDULE #1
- DISPLAY #11 - SAMPLE DAILY SACC SCHEDULE #2
- DISPLAY #12 - SAMPLE SACC LESSON PLAN #1
- DISPLAY #13 - SAMPLE SACC LESSON PLAN #2
- DISPLAY #14 - SAMPLE ACTIVITY PLANNING SHEET #1
- DISPLAY #15 - SAMPLE ACTIVITY PLANNING SHEET #2
- Overhead projector

Procedure:

Ask the participants how they now plan: the method of planning they use, the format they use, and the resources they use.

Discuss the information under PLANNING IS CRUCIAL on page 42 of the Staff Training Manual. Display a chart or transparency listing the purposes of planning and the three questions which should be answered to facilitate planning and scheduling.

A daily schedule is divided into blocks of time for specific types of activities. There should be a relaxed pacing of activities to contrast with the rigid schedule of the regular school day. Children need to experience a balance of active and quiet, staff-facilitated and child-initiated/directed, group and individual activities. To develop a schedule, work around "givens" such as arrival time, meals, snacks, scheduled playground/gym/resource room time, and departure time. Other activities can be going on at the same time as the children arrive, have snack, clean-up, and use various resource rooms. With a partner or in small groups, have the participants develop a schedule for an after-school program. Allow 10-15 minutes for this activity. DISPLAYS #10 and #11 can be shown as samples of daily SACC schedules. Discuss the different schedules. Have some of the participants share their schedules with the group.

Have the participants brainstorm a list of activities they consider to be routines. Have one of the participants record the responses on chart paper. Add routines included in information on pages 45-46 which the participants do not suggest. A chart or transparency of TIPS FOR HANDLING ROUTINES can be displayed and discussed.

Have the participants break into small groups. Assign a routine to each group and have the group suggest two or three ways to vary the routine and make it fun. Have each group share its ideas with the total group.

Present the information in LESSON PLANNING on pages 47 - 50 of the staff training manual. Use a transparency or chart of DISPLAY #12 AND DISPLAY #13 as you discuss lesson plan formats.

Have the participants choose one of the sample lesson plan formats, put the headings at the top of a sheet of paper and complete a lesson plan for one day. Suggest that they think of a day they want to plan for their SACC children. They may want to work with a partner.

When they have completed the lesson plan, introduce the idea of the activity planning sheet as a way to organize activities. Include the information in the staff training manual on ACTIVITY PLANNING SHEET. Display the different SAMPLE ACTIVITY PLANNING SHEETS (DISPLAYS 14 & 15) or give each participant a copy of an ACTIVITY PLANNING SHEET. Have each group complete a planning sheet for one of the activities they listed on their lesson plan. Have one person from each group share their activity sheet with the total group.

It is essential to evaluate lesson plans and schedules on a regular basis so that adjustment can be made to better meet the needs of the children. Watching the children in action and making written notes of successes and problems is the best way to evaluate. Adjustments can be made in scheduling or in future presentations of an activity based on these observations.

TRAINING OUTLINE #10

CLASSROOM MANAGEMENT

The purposes of this section are to:

- Identify positive discipline techniques
- Identify ways of helping children learn to solve problems by using conflict resolution techniques

Time:

- 30 - 45 minutes

Materials:

- Staff Training Manual, pages 55 -61
- Chart paper, markers, masking tape
- DISPLAY #16 - TECHNIQUES THAT HELP
- DISPLAY #17 - TECHNIQUES THAT HINDER
- DISPLAY #18 - WAYS TO HANDLE MISBEHAVIOR
- Overhead projector

Procedure:

Present information on CLASSROOM MANAGEMENT found on page 55 of the Staff Training Manual. Chart the five strategies listed and discuss each one.

A quality SACC program should have a written disciplinary policy which emphasizes positive disciplinary techniques. Ask for volunteers to share their program's disciplinary policies. Discuss the policies offered. Include information from the Staff Training Manual on POSITIVE DISCIPLINE.

Ask the participants, "What is the definition of discipline?" Next, ask them, "What is your definition of punishment?" Read Webster's definition of the two words, discuss the relationship between the two. Stress that punishment should be used only after all other alternatives have been tried and have failed. Corporal punishment should NEVER be used!

Use DISPLAYS #16 & #17 as a guide to discussing discipline techniques that are appropriate and techniques that are not appropriate to use.

Print the headings from DISPLAY # 18 - WAYS TO HANDLE MISBEHAVIOR on several pieces of chart paper. Ask the participants to share with the group behaviors children have exhibited lately that have required their attention and how they handled the misbehavior. Next, have the group brainstorm alternative ways to handle the listed misbehaviors.

Chart or make a transparency of the six categories of causes of classroom conflict found on page 60 in the Staff Training manual. Also make a display of the five approaches to resolving classroom conflict. Use these displays as you lead the participants in a discussion of conflict

resolution. Have the participants provide examples of how they have used these approaches in their classrooms.

TRAINING OUTLINE #11

THE ROLE OF THE TEACHER

The purposes of this section are to:

- Know what to look for in SACC staff
- Understand the role of the SACC teacher
- Identify ways of communicating with and involving parents in the SACC program
- Understand the importance of maintaining open communication with public school staff and SACC administrators
- Supervise, evaluate and train support staff
- Identify community resources that can support and enhance the SACC program
- Deal with "burnout."

Time:

- 1 hour - 1 hour, 20 minutes

Materials:

- Staff Training Manual pages 62-73
- Chart paper, markers, masking tape
- Chart or transparency of CHARACTERISTICS OF QUALITY STAFF PERSON

Procedure:

NOTE: The following exercises can be used together or individually. Because of the length of the exercises, you may want to combine several of them for one session and the rest for another session.

CHARACTERISTICS OF A QUALITY SACC STAFF PERSON - To focus the group on the purposes of this training session, Ask them, "What are the characteristics of a quality SACC staff person?" Record their answers on chart paper. Let this list guide you as you discuss the information in the Staff Training manual on pages 63-64.

RESPONSIBILITIES OF A SACC TEACHER - Next, let the participants tell what their responsibilities as SACC teachers are. Compile a list of the different responsibilities they mention. Add responsibilities included in the Staff Training manual if they are not mentioned by the participants. Discuss these one at a time. Include information from the Staff Training Manual.

COMMUNICATING WITH PARENTS, PUBLIC SCHOOL STAFF AND SACC ADMINISTRATORS - When you get to "communicating with parents" or "involving parents," ask the participants to name ways they involve parents in their SACC program. Discuss the information on pages 66-67 of the Staff Training manual. At this point, you can discuss the importance of communication with public school staff and SACC administrators.

Discuss the information on pages 68-70 of the Staff Training Manual pertaining to supervising, evaluating and training staff. Some of the responsibilities listed in the Staff Training *Manual may not be part of the responsibilities of some of the participants, but they should be discussed.

ACCESSING COMMUNITY RESOURCES - Have the participants tell what resources in their neighborhood are available to their SACC program. Suggest to them that they make a list of the resources mentioned. Add suggestions from the Staff Training manual on page 71.

MAINTAINING RECORDS is a responsibility the participants will probably know as much about as the trainer. If not, this a perfect time to demonstrate proper procedures for maintaining required records.

AVOIDING BURNOUT - the materials on this subject can be made very enjoyable by demonstrating the various techniques included in the information on pages 71-73 of the Staff Training Manual.